

Document Navigation	
Introduction to MPA Assessment Plan and Process	
UCCS School of Public Affairs MPA Mission, Vision, and Values	
MPA Program Competencies	
Key Assessment Documents	Function
UCCS Assessment Competency Planning (Tool Identification)	Break Down of Competency Assessment in Core Courses
Student Competency Pre-Test (PAD 5001 Survey)	Instrument/Online
Capstone Rubric and Cover Sheet	Instrument
Student Exit Survey	Instrument/Online
Student Reflection Papers	Instrument
University Alumni Survey	Instrument/Online
SPA Alumni Survey	Instrument/Online/Phone Survey
Program Logic and Competency Models	Graphic

UCCS SPA MPA Program Overview and Assessment Planning Tool
Fall 2015-Spring 2017
(Updated 9_19_2016)

MPA Program Evaluation Methods Overview:

The MPA program uses several assessment tools in order to gather information regarding program satisfaction as well as student achievement in the universal required competencies. In addition to MPA faculty and staff input on the creation and maintenance of these tools, the MPA Student Advisory Board, UCCS Assessment Program, UCCS Institutional Research, and capstone third readers (community members) have provided input on program assessment plans and instruments.

Core Evaluation Roles: School of Public Affairs faculty feel strongly that program evaluation is a joint responsibility of every faculty member. However, coordination, distribution, and analysis of MPA program evaluation are the primary duty of the program assessor. The MPA Program Director is responsible for communicating student learning objectives to course designers and instructors. The program assessor in conjunction with the MPA Director and School Dean will coordinate with faculty to create an culture of meaningful program assessment activities and advancement that will add the School in meeting the challenges of program ideals. The assessor will work with faculty members to collect student artifacts, responsible for ethical storage of program evaluation documents, and instrumental in the development of new assessment activities to meet School, University, and Accrediting Body requests for program evaluation information. The assessor will work the SPA Program Development Specialist to prepare the NASPAA accreditation reports for the program.

Analysis of Information: Review of the collected data will occur yearly at the MPA's April meeting, unless requested by faculty to review a specific competency or other program evaluation need. Data will be provided to faculty via email and in an in house presentation. Program changes resulting from evaluation review will be noted by the assessment coordinator and MPA Director and noted in MPA minutes, assessment coordinator notes, and provided to as part of the NASPAA annual report.

Distribution of Program Evaluation Results: Program evaluation instruments, documentation, and results will be stored on the SPA Columbia drive for easy accessibility for SPA faculty and staff. Program planning and NASPAA accreditation reports will be made available to the University community and to the public via the UCCS program assessment website. Annual program evaluation review documents will be distributed to SPA faculty and advisory committees via email and meeting attendance.

- Below is a brief chart highlighting the central assessment tools for the program.

Primary MPA Program Assessment Tools				
Tool	Assessment Purpose	Collection Point	Adopted	Date of Latest Result Review
Student Exit Survey	Collect information on student perception of confidence in universal competencies; program satisfaction; program change	Each Fall & Spring Semester for Capstone Students (Base Line Fall 2103)	X	April 29, 2016
Capstone Rubric	Collect information on student demonstration of universal competencies from faculty and community member	Each Fall & Spring Semester for Capstone Students (Base Fall 2013)	X	April 29, 2016
Reflection Essay	Collect information on student perception of demonstration of universal competencies	Each Fall & Spring Semester for Capstone Students (Base Line Spring 2014)	X	April 29, 2016
PAD 5001 Confidence Assessment	Collect Information on student perception of confidence in universal competencies upon entry into MPA program	Each Semester of PAD 5001 (Base Line Fall 2014)	X	April 29, 2016
Core Course Assessments	Collect Information on student demonstration of universal competencies in defined areas.	Each semester for Core Courses (Please see UCCS MPA Program Competency Assessment Planning Guide Fall 2013- Spring 2016)	Competency 1 X	Spring 2015
			Competency 2 X	Spring 2015
			Competency 3 X	Fall 2014
			Competency 4X	Spring 2015
			Competency 5X	Fall 2014
SPA Alumni Perception	Collect Information from MPA alumni regarding their perception of the program	Two year Spring Launch Cycle	University Alumni Base Line (Spring 2013) X <hr/> SPA Alumni	April 29, 2016

			Survey Baseline Summer 2016 X	September 27, 2016
SPA Employer Survey	Collect Information from regional employers regarding their perception of the program and graduate competencies	Two year Summer Launch Cycle		

UCCS MPA Program Mission

The Master of Public Administration program provides high quality graduate education for current and prospective practitioners in public and nonprofit organizations, here and abroad, to prepare them for excellence in public service.

To accomplish this mission, we strive to

- ❖ Advance public service through improving the quality of public, nonprofit, national security and criminal justice systems.
- ❖ Teach students from diverse backgrounds to work collaboratively to meet societal challenges ethically, with compassion, vision, analytic rigor, and practicality.
- ❖ Foster strategic leadership skills: critical thinking and decision-making, effective communication, creative problem solving, knowledge management, multi-sector understanding, and global citizenship.
- ❖ Support and model civil public discourse, citizenship, responsibility, and respect.
- ❖ Facilitate a process of lifelong learning that evolves and adapts to the changing nature of the field and continuous development of the knowledge, skills and abilities required.

UCCS MPA Program Values

Our UCCS Values: We are guided by public service values of excellence, innovation, integrity, inclusive diversity, and compassion.

UCCS MPA Program Goals

GOAL ONE:

Provide students with the knowledge, skills and abilities to enter or enhance careers in public service.

- A. Students graduate prepared to enter, or enhance their options within, public service careers
- B. Students demonstrate proficiency in the five MPA global competencies
- C. Students demonstrate the capacity to work together with persons of diverse backgrounds regardless of course delivery mode
- D. Program delivery is seamless and consistent in rigor and quality across all delivery modalities

GOAL TWO:

Build knowledge in the areas of public and nonprofit administration, management, and policy through excellent faculty and student research.

- A. Faculty members produce scholarly research that builds knowledge and is beneficial to public service practitioners and policy makers
- B. Students are provided opportunities to engage in research projects
- C. Faculty, staff and students participate in interdisciplinary and interagency research endeavors and initiatives
- D. There are opportunities for students and faculty to publish together

GOAL THREE:

Build and maintain connections and relationships with the diverse communities we serve to advance, support and sustain professional practice.

- A. Faculty and students participate in community-based projects Faculty participate in community board and task force service

Students conduct capstone projects for public and nonprofit organizations

Our program Goals are expressed through the following student competencies and subsequent student learning objectives

Competency One: To Lead and Manage in Public Governance

The mission of the UCCS School of Public Affairs is to improve the quality of life for people and their communities, here and abroad, through collaborative governance, public service innovation, community engagement and research.

Student Learning Objectives

- **The student recognizes the roles and realities of American public administration in a global context**
- **The student recognizes the context of cross-sector and multilevel governance**
- **The student recognizes organizational theory and behavior and can apply them to organizational management and improvement**
- **The student is able to set mission-driven goals and use data, performance indicators, economic concepts and continuous improvement approaches to manage and lead to achieve the mission**
- **The student comprehends and is able to apply theories of leadership and stewardship to motivate people, build teams, and manage change**
- **The student is able to generate and effectively allocate and manage financial and programmatic resources**
- **The student is self-aware and is able to manage and lead with insight and compassion**

Competency Two: To Participate and Contribute to the Public Policy Process

The mission of the UCCS School of Public Affairs is to improve the quality of life for people and their communities, here and abroad, through collaborative governance, public service innovation, community engagement and research.

Student Learning Objectives

- **The student comprehends the process and context of policy making at all levels of participative governance**
- **The student comprehends and is able to apply tools, techniques, and strategies for engaging people in the policy process**
- **The student comprehends and is able to apply techniques for organizing, generating, and navigating group and network pressures**
- **The student comprehends and is able to apply techniques for generating and selecting among policy alternatives**
- **The student is able to identify common barriers to effective implementation and how to overcome them**
- **The student is able to outline connections among policy and administrative processes**
- **The student is able to conduct policy evaluations that assess efficiency, effectiveness, and political responsiveness**

Competency Three: To Analyze, Synthesize, Think Critically, Solve Problems, and make Decisions

The mission of the UCCS School of Public Affairs is to improve the quality of life for people and their communities, here and abroad, through collaborative governance, public service innovation, community engagement and research.

Student Learning Objectives

- **The student is able to select and use appropriate research methods and analytical tools for answering questions and solving problems**
- **The student is able to communicate research results visually and orally to a public audience**
- **The student is able to collect and analyze data to inform decisions**
- **The student is able to critically assess, review, and understand research**
- **The student comprehends and is able to apply different perspectives and assumptions to generate policy and management decision alternatives**

- The student is able to select and use contextually appropriate criteria and processes for making decisions
- The student comprehends the ethical implications of research and can apply them in a real world setting

Competency Four: To Articulate and Apply a Public Service Perspective

The mission of the UCCS School of Public Affairs is to improve the quality of life for people and their communities, here and abroad, through collaborative governance, public service innovation, community engagement and research.

Student Learning Objectives

- The student is able to identify ethical obligations and apply professional codes of ethics to situations and decisions
- The student identifies and adheres to policies and practices supporting transparent and accountable governance
- The student is able to understand and articulate public service values and identify the public interest
- The student is able to identify conflicts between ethical values and can use multiple ethical analysis models to approach conflicts professionally

Competency Five: To Communicate and interact productively with a diverse and changing workforce and citizenry

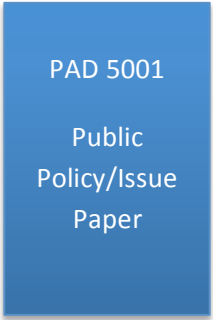
The mission of the UCCS School of Public Affairs is to improve the quality of life for people and their communities, here and abroad, through collaborative governance, public service innovation, community engagement and research.

Student Learning Objectives


- The student understands and conveys the value of diverse backgrounds and viewpoints in participative governance
- The student is able to work effectively in teams, both traditional and virtual
- The student is able to communicate effectively in spoken, written, and technology driven formats to a variety of audiences and for a variety of purposes
- The student is able to listen, reflect upon, synthesize, and articulate diverse values and perspectives
- The student understands how to engage, respond to, and work with people of all backgrounds
- The student is able to engage in civil discourse across different modes of communication

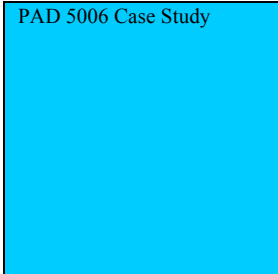
Chart of Competencies within Core Courses

- To ensure that students are encountering these skills and being assessed on these skills during the program, we have adopted an assessment process that identify where content is provided, notes skill building exercises, describes student confidence level in skill acquisition, and demonstrates student level of skill mastery.

MPA Goal	Universal Competencies	Associated Course	Student Learning Objectives	Key Indicators	Assessment Data Source	Course Level Assignment	Assessment Frequency	Assessment Team	Baseline Year	Next two years cycle discussion of results
All	All	All	All	SR; SD; C; P	D, E, F, G; H		Two Years	All Faculty	Summer 2016	Fall 2016
G1B; G1C	Lead and manage in public governance 	5002* 5001* 5006* 5003 5004 5005	The student understands the roles and realities of American public administration in a global context	SR	D		Semester	Klingner, McConkie Schwartz, Winters	Spring 2015	Fall 2017
				P	A	PAD 5001 M Lecture 9 Wi Lecture 1 PAD 5006 Wo Lecture 3, 7 & 11	Two Years			
				C	E	PAD 5001 Final Policy Paper	Semester			
				SR	D	Competency Survey & SE	Semester			
			The student understands the context of cross-sector and multilevel governance	P	A	PAD 5001 M Lecture 4 & 5 K Lecture 2 F Lecture 4 & 5 Wi Lecture 1 & 5	Two Years			
				SR	D	Competency Survey & SE	Semester			
			The student understands organizational theory and behavior and can apply them to organizational management and improvement	P	A	PAD 5002 Mc Lecture All S Lecture ALL	Two Years			
				SD	C	PAD 5002 Reflection Essay	Semester			
				P	A	Curriculum Review	Two Years			
			The student is able to set mission-driven goals and use data, performance indicators, economic concepts and continuous improvement approaches to	C	E	PAD 5004 Moon 2,3,4	Semester			

			manage and lead to achieve the mission													
			The student understands and is able to apply theories of leadership and stewardship to motivate people, build teams, and manage change	P	A	PAD 5002 Mc 10-13 S 9, 11, & 12 PAD 5006 Wo Lecture 2 & 5	Two Years									
				SR	D	Competency Survey & SE	Semester									
			The student is able to generate, effectively allocate, and manage financial and programmatic resources	P	A	PAD 5004 Moon Lecture 13	Two Years									
				SR	D	Competency Survey & SE	Semester									
				SD	C	PAD 5004 Exam	Semester									
			The student is self-aware and is able to manage and lead with insight and compassion	P	A	PAD 5002 Mc Lectures 1-4 S Lecture 5 PAD 5006 Wo Lectures 1, 2, 3, & 5	Two Years									
				SR	D	Competency Survey & SE	Semester									
G1B	Participate in and contribute to the policy process	5005* 5001 5004	The student understands the process and context of policy making at all levels of participative governance	P	A	PAD 5005 Wi Lecture 1	Two Years	Wonnett, Mujkic, Winters	Spring 2015	Fall 2017						
				SR	D	Competency Survey & SE	Semester									
				SD	C	PAD 5005 Final P	Semester									
			The student understands and is able to apply tools, techniques, and strategies for engaging people in the policy process	P	A	PAD 5005 Wi Lecture 10	Two Years									
				SD	C	PAD 5005 Final P	Semester									
			The student understands and is able to apply techniques for organizing, generating, and navigating group and network pressures	P	A	PAD 5005 WI Lecture 2	Two Years									
				SR	D	Competency Survey & SE	Semester									
			The student understands and is able to apply	P	A	PAD 5005 Wi Lecture 10	Two Years									
				SR	D		Semester									
			PAD 5005													
			Literature Review													
			Legislative History													

			techniques for generating and selecting among policy alternatives	SD	C	PAD 5005 Final P	Semester			
			The student is able to identify common barriers to effective implementation and how to overcome them	P	A	PAD 5005 Wi Lecture 11	Two Years			
				SR	D	Competency Survey & SE	Semester			
				C	E	PAD 5005 Final P	Semester			
			The student is able to outline connections among policy and administrative processes	P	A	PAD 5005 Wi Lecture 7	Two Years			
				SD	C	PAD 5005 Final P	Semester			
			The student is able to conduct policy evaluations that assess efficiency, effectiveness, and political responsiveness	P	A	PAD 5005 Wi Lecture 4	Two Years			
				C	E	PAD 5005 Final P	Semester			
CG1B; G2B; G3D	 <p>Analyze, synthesize, think critically, solve problems & make decisions</p>	5003* 5361* 5001 5002 5004 5005 5006	The student is able to select and use appropriate research methods and analytical tools for answering questions and solving problems	P	A	PAD 5003 Wi Lecture 4	Two Years	Schwartz, Klingner, McConkie, Winters	Fall 2014	Spring 2017
				C	E	Capstone Rubric	Semester			
				SD	C	PAD 5003 Final Pr	Semester			
			The student is able to communicate research results visually and orally to a public audience	P	A	PAD 5003 Wi Lecture 8	Two Years			
				C	E	Capstone Rubric	Semester			
				SD	C	PAD 5003 Final Pr	Semester			
			The student is able to collect and analyze data to inform decisions	P	A	Wi Lecture 1-9	Two Years			
				C	E	Curriculum Review	Semester			
				SD	C	PAD 5003 EX II	Semester			
			The student is able to critically assess, review, and understand research	P	A	Wi Lectures 1-9	Two Years			
				C	E	Curriculum Review	Semester			
				SD	C	PAD 5003 Lit Rev	Semester			
			The student understands and is able to apply different	P	A	PAD 5003 Lectures 5 & 6 PAD 5361 Reflection	Two Years			

			perspectives and assumptions to generate policy and management decision alternatives	C SR	E D	Capstone Rubric PAD 5005 Wi Lectures 7&9	Semester Semester				
			The student is able to select and use contextually appropriate criteria and processes for making decisions	P C SD	A E C	PAD 5003 Lecture 1-9 Curriculum Review PAD 5003 EX II	Two Years Semester Semester				
				The student understands the ethical implications of research and can apply them in a real world setting	P C SD	A E C	WI Lecture 2 Curriculum Review PAD 5003 EX I 60	Two Years Semester Semester			
G1B; G1C	Articulate and apply a public service perspective	5001* 5002* 5006* 5361*			The student is able to understand ethical obligations and apply professional codes of ethics to situations and decisions	P SR C	A D E	PAD 5001 M Lecture 6 K Lecture 9 & 10 Wi 10 PAD 5006 Wo Week 3 Competency Survey & SE PAD 5001 Final Paper	Two Years Semester Semester	Klingner, Schwartz, McConkie, Mujkic, Winters	Spring 2015
			The student understands and adheres to policies and practices supporting transparent and accountable governance			SR P	D A	Competency Survey & SE PAD 5001 M Lecture 6 K Lecture 9 & 10 Wi 10	Semester Two Years		
				The student is able to understand and articulate public service values and identify the public interest	SR P C	D A E	Competency Survey & SE PAD 5001 M Lecture 6 K Lecture 9 & 10 Wi 10 PAD 5001 Final Pap	Semester Two Years Semester			
			The student is able to identify conflicts between ethical values and can use multiple ethical analysis models to approach		SR P	D A	Competency Survey & SE PAD 5006 Case Studies	Semester Two Years			

			conflicts professionally							
G1B G1C G2B G3D	Communicate and interact productively with a diverse and changing workforce and citizenry PAD 5006 Group/Exercises PAD 5002 Case Study	5002* 5005* 5361*	The student understands and conveys the value of diverse backgrounds and viewpoints in participative governance	SR	D	Competency Survey & SE	Semester	Klingner, McConkie, Schwartz, Wonnert, Winters	Fall 2014	Spring 2017
				P	A	PAD 5002 S Lecture 9-11 Mc Lecture 11 PAD 5005 Wi Lecture 3-6	Two Years			
				C	E	Capstone Rubric	Semester			
			The student is able to work effectively in teams, both traditional and virtual	SR	D	Competency Survey & SE	Semester			
				P	A	PAD 5002 MC Lectures 7, 11, 14	Two Years			
				SD	C	Case Study	Two Years			
			The student is able to communicate effectively in spoken, written, and technology driven formats to a variety of audiences and for a variety of purposes	SR	D	Competency Survey & SE	Semester			
				P	A	PAD 5005 Wi Lecture 2 & 8	Two Years			
				C	E	PAD 5005 Final Pres	Semester			
			The student is able to listen, reflect upon, synthesize, and articulate diverse values and perspectives	SR	D	Competency Survey & SE	Semester			
				P	A	PAD 5005 Wi Lecture 12 PAD 5002 S Lecture 10 MC Lecture 7 & 8	Two Years			
				C	E	PAD 5005 Peer Review Brief 4	Semester			
			The student understands how to engage, respond to, and work with people of all backgrounds	SR	D	Competency Survey & SE	Semester			
				P	A	PAD 5002 Mc Lecture 11 & 12 S Lecture 11 & 12	Two Years			
				C	E	Capstone Rubric	Semester			
			The student understands how to engage in civil discourse across different modes of communication	SR	D	Competency Survey & SE	Semester			
				P	A	PAD 5002 Mc 7 & 8 S 11 ? PAD 5005 Wi lectures 6 & 12	Two Years			

Key Indicators:

(SR) Student rating of their own mastery of learning objective

(SD) Student demonstration of learning via course level assignment

(C) Completed Capstone Project

(P) Presence of specific course content related to learning objective

Assessment Data Source:

a. Faculty Review of Syllabus for Objective Related Content and Assignment

b. Course-Level Student Competency Survey (no longer in use)

c. Achievement on Course Level Assessment

d. Student Exit Survey “Ability” Questions

e. Advanced Seminar Capstone Rubric

f. Capstone Student Reflection Paper

g. Alumni Perception Survey “Competency Mastery” Questions

h. MPA Student Focus Group Review of Syllabus for Objective Related Content and Assignments

Student Competency Pre-Test (PAD 5001 Survey)

Faculty and staff members of the Masters of Public Administration Program are committed to continuous program improvement. During your degree plan, you will encounter opportunities to help the School of Public Affairs evaluate its practices and improve current and future student program experience. Below is a link to a quick survey that informs the MPA program of student confidence in key skills. Your individual score will not be tied to you in anyway. Completion of this form is voluntary. Please know that the information you provide is vital to the School of Public Affairs' ability to identify MPA program strengths, weaknesses, and opportunities.

Please rate your level of confidence in each of the following each of the following confidence level in your competency level regarding the following areas. Use this scale:

1 = Highly Confident

2 = Confident

3 = Minimally Confident

4 = No Confidence

_____ To lead and manage in public governance contexts

_____ To participate in and contribute to the public policy process

_____ To think critically, solve problems, and make decisions

_____ To articulate and apply a public service perspective

_____ To analyze data or research information

_____ To engage, respond to, and interact productively with people of all backgrounds

_____ To communicate effectively in writing

_____ To communicate effectively through speaking

_____ To adopt and utilize technology for public management & communication

_____ To listen, reflect upon, synthesize and articulate diverse values and perspectives

_____ To motivate people, build teams, and manage change

_____ To manage organizations and lead mission driven improvement

_____ To develop and manage a budget

_____ To develop and implement financial and programmatic resources

_____ To understand the responsibilities and realities of current issues facing public and
nonprofit organizations

_____ To use multiple ethical analysis models to approach conflicts professionally

_____ To participate in civil discourse

Capstone Rubric and Cover Sheet

Dear Capstone Reader,

Thank you for partnering with the School of Public Affairs to create transformative research opportunities for graduate students. We invite you to assess our graduate student's mastery of nationally recognized public service skills.

Please use the attached rubric to rate the student's ability to demonstrate competency in the following seven areas in their capstone project. Each competency uses the same scale Advanced, Above Proficient, Proficient, and Lacking Proficiency. Feel free to add comments as part of your assessment.

Reader Name

Student Name

MPA _____ MCJ _____

1. Please assess the student's demonstration of their ability to lead and manage in public governance contexts/criminal justice systems.

2. Please assess the student's demonstration of their ability to participate in and contribute to the public policy process.

3. Please assess the student's demonstration of their ability to think critically, solve problems, and make decision.

4. Please assess the student's demonstration of their ability to articulate and apply a public service perspective.

5. Please assess the student's demonstration of their ability to communication through their final presentation.

6. Please assess the student's demonstration of their ability to communication through their final paper.

7. Please assess the student's demonstration of their ability to interact productively through the process of their project.

Competency	Advanced	Above Proficient	Proficient	Lacking Proficiency
1. To lead and manage in public governance contexts/criminal justice systems	*The student is able to make unique or innovative connections between the project and its relationship to governance and/or criminal justice concepts including cross-sector/multilevel governance, organizational management and improvement, performance indicators, leadership, change management, and/or managing financial/programmatic resources.	*The student is able to note how the project relates to governance and/or criminal justice concepts including cross-sector/multilevel governance, organizational management and improvement, performance indicators, leadership, change management, and/or managing financial/programmatic resources.	*The student attempts to note how the project relates to governance and/or criminal justice concepts including cross-sector/multilevel governance, organizational management and improvement, performance indicators, leadership, change management, and/or managing financial/programmatic resources.	*The student is unable to note how the project relates to governance and/or criminal justice concepts including cross-sector/multilevel governance, organizational management and improvement, performance indicators, leadership, change management, and/or managing financial/programmatic resources.

Competency	Advanced	Above Proficient	Proficient	Lacking Proficiency
2. To participate in and contribute to the public policy process	<p>*The student's project identifies new, innovative approaches to studying or addressing public and social problems. The student is able to highlight the public service value and/or criminological perspective of the project and has made plans to further support the project in additional arenas</p> <p>*The student's project demonstrates a substantial use of practical scholarly and field knowledge that allows the student to make 'real world' connections between academic research and practitioner knowledge.</p>	<p>*The student's project identifies logical approaches to studying or addressing public and social problems. The student is able to highlight the public service value and/or criminological perspective of the project</p> <p>*The student's project demonstrates a comprehensive use of practical scholarly and field knowledge that allows the student to make 'real world' connections between academic research and practitioner knowledge.</p>	<p>*The student's project identifies logical approaches to studying or addressing public and social problems but fails to fully implement that approach. The student is able to tentatively explain the public service value/and or criminological perspective of the project</p> <p>*The student's project demonstrates a comprehensive use of practical scholarly and field knowledge that allows the student to make 'real world' connections between academic research and practitioner knowledge.</p>	<p>*The student's project fails to identify logical or any 'best practice' approaches to studying or addressing public and social problem but fails to fully implement that approach. The student makes no attempt to tentatively explain the public service value/and or criminological perspective of the project</p> <p>*The student's project fails to demonstrate a comprehensive use of practical scholarly and field knowledge that allows the student to make 'real world' connections between academic research and practitioner knowledge. The student is unable to explain the public service value of the project</p>

Competency	Advanced	Above Proficient	Proficient	Lacking Proficiency
3. To think critically, solve problems, and make decisions	<p>*Theory and research from public administration, non-profit management and/or criminology is used correctly and sufficiently to guide the research question, research plan, and/or draw conclusions</p> <p>* Data presentation and interpretation/analysis are separate and rigorous. The student is able to support all recommendations to the client that are evidence-based, supported by literature, and not based on prior opinions</p>	<p>*Theory and research from public administration, non-profit management and/or criminology is used correctly and sufficiently to guide the research question, research plan, and/or draw conclusions</p> <p>* Data presentation and interpretation/analysis are blended and visualization is clear and well presented. The student is able support all recommendations to the client that are evidence-based, supported by literature, and not based on prior opinions</p>	<p>*Theory and research from public administration, non-profit management, and/or criminology is referenced in the guide the research question, research plan and/or draw conclusions</p> <p>* Data presentation and interpretation/analysis are blended and visualization is clear. The student has made a few recommendations to the client that are evidence-based, supported by literature, and not based on prior opinions</p>	<p>*Theory and research from public administration, non-profit management, and/or criminology are not referenced in the guide the research question, research plan, and/or draw conclusions</p> <p>* Data presentation and interpretation/analysis are attempted but the data analysis is confusing or inadequate. The student is unable to make recommendations to the client that are evidence-based, supported by literature, and not based on prior opinions</p>
4. To articulate and apply a public service perspective	<p>* The student is able to complete research in an ethical manner and resolve any ethical issues during the course of their project, and provide information on ethical approaches to their client.</p>	<p>* The student is able to complete research in an ethical manner and resolve any ethical issues during the course of their project</p>	<p>* The student is able to complete research in an ethical manner and resolve most of the ethical issues during the course of their project</p>	<p>* The student has failed to complete research in an ethical manner and/or resolve most of the ethical issues during the course of their project</p>

Competency	Advanced	Above Proficient	Proficient	Lacking Proficiency
<p>5. To communicate and interact productively with a diverse and changing workforce and citizenry</p> <p>Final Presentation</p>	<p>*Reflects a presentation that is stimulating and an excellent summary of key issues that explain complex issues concerning data and/or organizational issues with exceptional clarity and/or insights. Presentation flows logically from point to point. The presenter makes use of communication 'best practices.' Presentation tone reflects audience awareness. Presentation reflects good time management allowing for sufficient questions and answer time Questions from readers following the presentation are answered completely and clearly, with answers adding valuable insight to the project *Inclusive language is used (APA citation booklet see information).</p>	<p>*Reflects a presentation that is stimulating and an excellent summary of key issues that explain complex issues concerning data and/or organizational issues with exceptional clarity and/or insights Presentation flows logically from point to point. The content and ideas are presented by applying communication 'best practices'. Presentation tone reflects audience awareness. Presentation reflects good time management. Questions from readers following the presentation are answered completely and clearly, with answers adding valuable insight to the project *Inclusive language is used (APA citation booklet see information).</p>	<p>*Reflects a presentation that summarizes key project points. Presentation flow is adequate to understand, but lack key transitional cues or is missing points. The content and ideas are presented by applying most communication 'best practices'. Presentation tone reflects some audience awareness. Presentation reflects good time management. Questions from readers following the presentation are addressed but the student needed to look for or search for information *Inclusive language is used sparingly (APA citation booklet see information).</p>	<p>*Presentation clumsily presents some of the key project points. Presentation flow is inadequate to understand, and lacks key transitional cues or is missing points. Further, the presentation is disjointed and hard to follow. The content and ideas are presented but fail to use any communication 'best practices'. Presentation tone reflects inadequate level of audience awareness. Presentation lacks good time management by failing to allot enough time to address questions. Questions from readers following the presentation are side-stepped or avoided. No attempt was made to find relevant information in project report or presentation. *Inclusive language is avoided (APA citation booklet see information).</p>

Competency	Advanced	Above Proficient	Proficient	Lacking Proficiency
<p>5. To communicate and interact productively with a diverse and changing workforce and citizenry</p> <p>Final Paper</p>	<p>In the final paper</p> <ul style="list-style-type: none"> *Tone is professional and engaging * Presents stimulating ideas in a clear, interesting style *Paper is clearly organized with each section building on information presented in previous sections *Paper makes use of visual aids, e.g. graphs, tables, charts, figures, bulleted lists and headings * The final written product is free of errors and requires very little, if any, editing * Paper adheres to federal guidance under the Plain Language Act 2003 * Paper uses a consistent citation style 	<p>In the final paper</p> <ul style="list-style-type: none"> *Tone is professional and engaging * Presents stimulating ideas in clear manner *Paper is clearly organized with each section building on information presented in previous sections *Paper makes adequate use of visual aids, e.g. graphs, tables, charts, figures, bulleted lists or headings * The final written product is virtually free of errors and requires very little, if any, editing * Paper adheres to federal guidance under the Plain Language Act 2003 * Paper uses a consistent citation style 	<p>In the final paper</p> <ul style="list-style-type: none"> *Tone is professional, if not engaging * Presents ideas in clear manner *Paper is organized but transitions between sections are missing. *Paper makes use of a few visual aids, e.g. graphs, tables, charts, figures, bulleted lists or headings * The final written product is some editing to fix grammatical errors * Paper adheres to federal guidance under the Plain Language Act 2003 * Paper uses a consistent citation style but does has a few citation mistakes 	<p>In the final paper</p> <ul style="list-style-type: none"> *Tone fails to be professional * Presents ideas in an unclear or disorganized manner *Paper is disorganized and key transitions are missing. *Paper makes no use of a few visual aids, e.g. graphs, tables, charts, figures, bulleted lists or headings * The final written product contains substantial grammatical errors that interfere with content communication * Paper substantially fails to adhere to the spirit of federal guidance under the Plain Language Act 2003 * Paper uses no consistent citation and/or makes no attempt to provide references

Competency	Advanced	Above Proficient	Proficient	Lacking Proficiency
<p>5. To communicate and interact productively with a diverse and changing workforce and citizenry</p> <p>Project Process</p>	<p>*The student communicated frequently with first, second, and third readers to determine work schedule</p> <p>*The student is able to communicate effectively with the client in order to the understand the agency/organization’s research need and align their project to meet that need</p> <p>* The student was able to work with IRB oversight efficiently</p> <p>* The student was able to work through practical problems such as agency review, data access issues, and other data collection issues with little first or third reader interference</p> <p>*The student was able to communicate effectively with other readers of the paper to understand their concerns and to obtain suggestions for references, methods, and conclusions</p>	<p>*The student communicated somewhat frequently with first, second, and third readers to determine work schedule</p> <p>*The student is able to communicate effectively with the client in order to the understand agency/organization’s research need and align their project with the majority of that need</p> <p>* The student was able to work with IRB oversight efficiently with few revisions</p> <p>* The student was able to work through practical problems such as agency review, data access issues, and other data collection issues with one to two instances of first or third reader interference</p> <p>*The student was frequently able to communicate with other readers of the paper to understand their concerns and to obtain suggestions for references, methods, and conclusions</p>	<p>*The student communicated sporadically with first, second, and third readers to determine work schedule</p> <p>*The student communicated with the client to the understand agency/organization’s research need and created a project that partially addressed the agreed upon research need</p> <p>* The student was able to work with IRB oversight after several revisions</p> <p>* The student was able to work through practical problems such as agency review, data access issues, and other data collection issues with three or more instances of some first or third reader interference</p> <p>*The student was sometimes able to communicate with other readers of the paper to understand their concerns and to obtain suggestions for references, methods, and conclusions</p>	<p>*The student failed to adequately communicate with first, second, or third readers to determine work schedule, thus impeding work progress and quality</p> <p>*The student is unable to communicate effectively with the client to the understand agency/organization and the fails to address the problem the client would like the student to address</p> <p>* The student was unable to work with IRB oversight after several revisions</p> <p>* The student was unable able to work through any practical problems such as agency review, data access issues, and other data collection issues without substantial first or third reader interference</p> <p>*The student was never able to communicate with other readers of the paper to understand their concerns and to obtain suggestions for references, methods, and conclusions</p>

UCCS

School of Public Affairs

Student Exit Survey

Congratulations on earning your MPA! Please take a few minutes to help us evaluate and improve the MPA program. We appreciate your honest, thoughtful responses to the survey provide us as faculty and staff will use your input to adjust program resources, adopt new strategies to serve students better, and meet accreditation standards. Your responses are anonymous and all data will be handled confidentially. All reports prepared from this survey will use aggregate data only. Students should return your survey to Lindsay Knell at lknell@uccs.edu or mail to:

UCCS School of Public Affairs

cc. Student Exit Survey

1420 Austin Bluffs Parkway

Colorado Springs, CO 80918

Semester and year of graduation: _____/_____

I. Assessment of Program

1. Please rate the quality of each of the components listed below using this scale:

1 = Excellent

2 = Very good

3 = Adequate

4 = Fair

5 = Poor

NA = Not applicable, you did not participate in this part of the program

_____ Availability of core courses (5001, 5002, 5003, 5004, 5005, 5006)

- _____ Quality of core courses
- _____ Availability of electives relevant to your interests
- _____ Quality of electives
- _____ Capstone Experience
- _____ Interactions with faculty in and/or outside of courses
- _____ Interactions with SPA staff
- _____ Interactions with other students
- _____ Internship
- _____ Faculty Advising
- _____ Staff Advising
- _____ Professional Development Activities
- _____ Other aspect you care to rate: Please describe:

2. What was your best experience in the program?

3. If you could change one thing about the program, what would it be?

4. Please rate your level of confidence in each of the following each of the following confidence level in your competency level regarding the following areas. Use this scale:

1 = Highly Confident

2 = Confident

3 = Minimally Confident

4 = No Confidence

_____ To lead and manage in public governance contexts

_____ To participate in and contribute to the public policy process

_____ To think critically, solve problems, and make decisions

_____ To articulate and apply a public service perspective

_____ To analyze data or research information

_____ To engage, respond to, and interact productively with people of all backgrounds

_____ To communicate effectively in writing

_____ To communicate effectively through speaking

_____ To adopt and utilize technology for public management & communication

_____ To listen, reflect upon, synthesize and articulate diverse values and perspectives

_____ To motivate people, build teams, and manage change

_____ To manage organizations and lead mission driven improvement

_____ To develop and manage a budget

_____ To develop and implement financial and programmatic resources

_____ To understand the responsibilities and realities of current issues facing public and

nonprofit organizations

_____ To use multiple ethical analysis models to approach conflicts professionally

_____ To participate in civil discourse

Please describe other skills you have gained that you think are important

Please describe other skills you would like to have gained or expected to gain, but did not to the degree that you had anticipated.

5. Have you completed a graduate certificate (s)? _____ Yes _____ No

If yes, which graduate certificate(s) did you complete?

_____ Public Management

_____ Criminal Justice

_____ Nonprofit Management

_____ Nonprofit Fund Development

_____ Homeland Defense

_____ Security Intelligence

_____ Other and, if other please List all _____

6. To what extent did your certificate work improve your knowledge and abilities in the area of your certificate?

___ Greatly improved my abilities in this area

___ Somewhat improved my abilities in this area

___ Slightly improved my abilities in this area

___ Did not improve my abilities in this area

7. Please rate the extent to which you agree with the sentences below using this scale:

1 = Strongly Agree 2 = Agree

3 = Disagree 4 = Strongly disagree NA = Not Applicable

The knowledge and skills I gained in my MPA courses will help me perform well in future jobs.

_____ My MPA program and degree will improve my ability to get the jobs I want.

_____ The MPA program stimulated my interest in community affairs and public service.

_____ The MPA program has increased my effectiveness in my current work.

_____ The MPA program has provided me with a strong foundation for success in my chosen profession.

8. Please rate the following civic engagement activities using the scale below:

1 = Very Often 2 = Often 3 = Sometimes 4 = Never

While completing my MPA program I:

_____ Worked with a faculty member on a research project

_____ Worked with nonprofit or civic organizations for a course project

_____ Worked with nonprofit or civic organizations for an internship, field experience, or clinical placement

_____ Worked with nonprofit or civic organizations as a volunteer

- ___ Worked with nonprofit or civic organizations in a leadership position, such as board member
- ___ Worked on a political or advocacy campaigns
- ___ Applied my skills gained in coursework to my civic and nonprofit activities

9. Below is a list of SPA services designed to support and engage students. Please let us know the extent to which you found these services useful, using the following scale:

1 = Very useful 2 = Moderately useful

3 = Slightly useful

4 = Not useful

NA = Did not participate

___ SPA Networking Events

___ SPA employer information sessions

___ SPA Website Information for students

___ SPA Newsletter

___ SPA Community Event and Job Board

___ SPA Information about scholarships and financial assistance

___ Other (please describe):

What support services or engagement activities would you like to see SPA develop in the future?

10. How can we improve your learning experience by improving altering how we schedule courses, provide course information, deliver courses, use technology in the classroom and provide online learning environments?

11. Overall, how satisfied are you with the education you have received from SPA?

_____ Very satisfied

_____ Somewhat satisfied

_____ Somewhat dissatisfied

_____ Very dissatisfied

Additional comments:

12. Tell us about your short-term career plans for the next six months. (Check all that apply)

_____ Beginning or continuing a job search

_____ Getting a public sector job search

_____ Beginning or continuing a non-profit/NGO job sector

_____ Beginning or continuing a new job in the private sector search

_____ Staying in my current job

_____ Getting a promotion in my current organization

_____ Pursuing additional graduate education

_____ Other, and if other please tell us more:

13. Which of the categories below best describes your desired place of employment after you complete your degree?

Federal government

State or regional government

Local government

Foreign government (any level) or international quasi-governmental organization

Non-profit concerned with domestic issues

Non-profit/NGO concerned with international issues

Private sector – research/consulting

Private sector – other

Other (please describe):

Background information

14. Your degree program:

MPA

MPA/MCJ

15. How many years did it take you to complete your degree? _____

16. Typically how many courses did you take per semester? _____

17. Please indicate your employment status while pursuing your degree.

Full-Time, working in the public affairs

Full-Time, working outside public affairs

Part-Time, working in public affairs

Part-Time, working outside of public affairs

Unemployed, recently retired from military service

Unemployed, recently graduated from an education program

Unemployed, recently changed jobs

18. Gender

Male Female

19. Age

(a) Under 25 (b) 25-30 (c) 31-35 (d) 36-40 (e) 41-45 (f) over 45

20. Are you a: (a) Colorado resident (b) Out-of-state student (c) International student

21. Race/Ethnicity

(a) Anglo/Caucasian (b) African American (c) Hispanic/Latino/a (d) Asian American (e) Native American (f) Multi-racial (g) Other: _____

22. In what year did you complete your undergraduate degree? _____

23. In what sectors have you seen employed since completing your undergraduate degree?

Please check all that apply? (a) Public (b) Non-profit (c) Private (d) None

Capstone Seminar Reflection Essay

Goal:

Your capstone project demonstrates your ability to respond to a public problem using the knowledge you gained in MPA/MCJ program. However, a research journey is not complete until you have reflected on the research process and its connection to your broader program goals. Practitioners engaging in practical reflection gain valuable insight about their unique role in turning field knowledge into program & policy change. Now it is your turn to engage in a structured reflection process.

Objective:

In a short written reflective essay, provide your readers with a cohesive narrative that explains how you applied the MPA/MCJ program's five student learning competencies to your capstone project. In the essay, you should note what you have learned from the research experience, recognize your achievements, and identify future challenges that you may face. Your essay should highlight specific course experiences, skill sets, concepts, assignments, and knowledge that you drew upon to complete your project. To help structure your essay, we ask that you reflect on the five central competencies of your MPA/MCJ program and use these competencies as your subheadings for your discussion:

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

Additional questions that you should consider as you write your reflection essay include:

- What did you learn about your own research process and style? What course experiences did you draw upon to help you develop and execute your capstone project?
- How did you respond to the challenge of managing client expectations? What course tools and skills helped you work to create a positive working relationship with your client?
- How did your project expectations change? How did your course work prepare you to adapt to project challenges?
- What connections do you draw between your project and broader public service goals, needs, and challenges? How do you plan to use this project's experiences and outcomes to shape your future public work?
- What skills, information, and insights would you like to have possessed at the beginning of the project? What tool(s) has the program provided you to seek out and gain resources?

1. Please rate the extent to which you agree with the sentences below.

	Strongly Agree	Agree	Disagree	Strongly Disagree
The knowledge and skills I gained in my MPA courses will help me perform well in future jobs.	*Please rate the extent to which you agree with the sentences below. The knowledge and skills I gained in my MPA courses will help me perform well in future jobs. Strongly Agree	The knowledge and skills I gained in my MPA courses will help me perform well in future jobs. Agree	The knowledge and skills I gained in my MPA courses will help me perform well in future jobs. Disagree	The knowledge and skills I gained in my MPA courses will help me perform well in future jobs. Strongly Disagree
My MPA program and degree improved my ability to get the jobs I want.	My MPA program and degree improved my ability to get the jobs I want. Strongly Agree	My MPA program and degree improved my ability to get the jobs I want. Agree	My MPA program and degree improved my ability to get the jobs I want. Disagree	My MPA program and degree improved my ability to get the jobs I want. Strongly Disagree
The MPA program stimulated my interest in community affairs and public service.	The MPA program stimulated my interest in community affairs and public service. Strongly Agree	The MPA program stimulated my interest in community affairs and public service. Agree	The MPA program stimulated my interest in community affairs and public service. Disagree	The MPA program stimulated my interest in community affairs and public service. Strongly Disagree
The MPA program has increased my effectiveness in my current work.	The MPA program has increased my effectiveness in my current work. Strongly Agree	The MPA program has increased my effectiveness in my current work. Agree	The MPA program has increased my effectiveness in my current work. Disagree	The MPA program has increased my effectiveness in my current work. Strongly Disagree
The MPA program has provided me with a strong foundation for success in my chosen profession.	The MPA program has provided me with a strong foundation for success in my chosen profession. Strongly Agree	The MPA program has provided me with a strong foundation for success in my chosen profession. Agree	The MPA program has provided me with a strong foundation for success in my chosen profession. Disagree	The MPA program has provided me with a strong foundation for success in my chosen profession. Strongly Disagree

My ability to lead and manage in public and nonprofit organizations	*Please rate the effectiveness of the MPA program in helping you develop the following knowledge and skills. My ability to lead and manage in public and nonprofit organizations To a Great Extent	My ability to lead and manage in public and nonprofit organizations Somewhat	My ability to lead and manage in public and nonprofit organizations Very Little	My
My ability to participate in and contribute to the public policy process	My ability to participate in and contribute to the public policy process To a Great Extent	My ability to participate in and contribute to the public policy process Somewhat	My ability to participate in and contribute to the public policy process Very Little	My co
My ability to interact productively with people from a wide range of backgrounds and beliefs	My ability to interact productively with people from a wide range of backgrounds and beliefs To a Great Extent	My ability to interact productively with people from a wide range of backgrounds and beliefs Somewhat	My ability to interact productively with people from a wide range of backgrounds and beliefs Very Little	pr a
My skills in managing people	My skills in managing people To a Great Extent	My skills in managing people Somewhat	My skills in managing people Very Little	M
My skills in managing an organization	My skills in managing an organization To a Great Extent	My skills in managing an organization Somewhat	My skills in managing an organization Very Little	
My knowledge of current issues facing public and nonprofit organizations	My knowledge of current issues facing public and nonprofit organizations To a Great Extent	My knowledge of current issues facing public and nonprofit organizations Somewhat	My knowledge of current issues facing public and nonprofit organizations Very Little	no
My skills in developing and managing a budget	My skills in developing and managing a budget To a Great Extent	My skills in developing and managing a budget Somewhat	My skills in developing and managing a budget Very Little	M m

Speaking effectively	*For each of the following statements, please rate how well your experience at UCCS helped sharpen each of the following skills? Speaking effectively To a Great Extent	Speaking effectively Somewhat	Speaking effectively Very Little	Sp
Writing effectively	Writing effectively To a Great Extent	Writing effectively Somewhat	Writing effectively Very Little	W
Understanding and applying quantitative research skills	Understanding and applying quantitative research skills To a Great Extent	Understanding and applying quantitative research skills Somewhat	Understanding and applying quantitative research skills Very Little	U q
Understanding and applying qualitative research skills	Understanding and applying qualitative research skills To a Great Extent	Understanding and applying qualitative research skills Somewhat	Understanding and applying qualitative research skills Very Little	U qu
Understanding and applying digital technologies	Understanding and applying digital technologies To a Great Extent	Understanding and applying digital technologies Somewhat	Understanding and applying digital technologies Very Little	U di
Appreciating different philosophies (or points of view)	Appreciating different philosophies (or points of view) To a Great Extent	Appreciating different philosophies (or points of view) Somewhat	Appreciating different philosophies (or points of view) Very Little	
Applying ethical considerations in everyday life	Applying ethical considerations in everyday life To a Great Extent	Applying ethical considerations in everyday life Somewhat	Applying ethical considerations in everyday life Very Little	c
Recognizing your rights, responsibilities, and privileges as a citizen	Recognizing your rights, responsibilities, and privileges as a citizen To a Great Extent	Recognizing your rights, responsibilities, and privileges as a citizen Somewhat	Recognizing your rights, responsibilities, and privileges as a citizen Very Little	res
Defining and solving problems	Defining and solving	Defining and solving	Defining and solving	

perspectives	long term perspectives To a Great Extent	long term perspectives Somewhat	long term perspectives Very Little	lon
Developing self-confidence	Developing self-confidence To a Great Extent	Developing self-confidence Somewhat	Developing self-confidence Very Little	D
Understanding self (e.g. abilities, limitations)	Understanding self (e.g. abilities, limitations) To a Great Extent	Understanding self (e.g. abilities, limitations) Somewhat	Understanding self (e.g. abilities, limitations) Very Little	ab
Thinking globally	Thinking globally To a Great Extent	Thinking globally Somewhat	Thinking globally Very Little	T
Thinking on your feet	Thinking on your feet To a Great Extent	Thinking on your feet Somewhat	Thinking on your feet Very Little	T
Thinking critically	Thinking critically To a Great Extent	Thinking critically Somewhat	Thinking critically Very Little	T
Leading/guiding others	Leading/guiding others To a Great Extent	Leading/guiding others Somewhat	Leading/guiding others Very Little	Le
Working collaboratively with others	Working collaboratively with others To a Great Extent	Working collaboratively with others Somewhat	Working collaboratively with others Very Little	W

Pursue employment

*Please check the following post graduate plans that you have been able to pursue since graduating with your MPA degree. Pursue employment Yes

Start or continue to raise a family

Start or continue to raise a family Yes

Enter the military or armed forces

Enter the military or armed forces Yes

Pursue volunteer service or service in the public interest

Pursue volunteer service or service in the public interest Yes

Pursue v)

Pursue additional graduate or professional study

Pursue additional graduate or professional study Yes

Pursu

Continue current employment

Continue current employment Yes

Change job/career path

Change job/career path Yes

Start a new business

Start a new business Yes

Gain promotion or advancement for current job/position

Gain promotion or advancement for current job/position Yes

Gain pro

Pursue activities other than those listed above

Pursue activities other than those listed above Yes

Purs

<p>What you gained from your graduate program of study at UCCS enhanced your ability to obtain employment.</p>	<p>*The next items relate to your current employment. What you gained from your graduate program of study at UCCS enhanced your ability to obtain employment. Strongly Agree</p>	<p>What you gained from your graduate program of study at UCCS enhanced your ability to obtain employment. Agree</p>	<p>What you gained from your graduate program of study at UCCS enhanced your ability to obtain employment. Disagree</p>	<p>W gr U</p>
<p>What you gained from your graduate program of study at UCCS enhanced your ability to keep your current employment.</p>	<p>What you gained from your graduate program of study at UCCS enhanced your ability to keep your current employment. Strongly Agree</p>	<p>What you gained from your graduate program of study at UCCS enhanced your ability to keep your current employment. Agree</p>	<p>What you gained from your graduate program of study at UCCS enhanced your ability to keep your current employment. Disagree</p>	<p>W gr U</p>
<p>Your graduate studies enabled you to receive a promotion</p>	<p>Your graduate studies enabled you to receive a promotion Strongly Agree</p>	<p>Your graduate studies enabled you to receive a promotion Agree</p>	<p>Your graduate studies enabled you to receive a promotion Disagree</p>	<p>pr</p>
<p>Overall, your current employment is meeting your career goal.</p>	<p>Overall, your current employment is meeting your career goal. Strongly Agree</p>	<p>Overall, your current employment is meeting your career goal. Agree</p>	<p>Overall, your current employment is meeting your career goal. Disagree</p>	<p>e</p>

Overall, how satisfied are you with the education you received from UCCS' School of Public Affairs?

Very satisfied

Somewhat satisfied

Somewhat dissatisfied

Very dissatisfied

7. Are there professional skills that you would have liked to have gained from the School of Public Affairs but did not gain in your p

Are there professional skills that you would have liked to have gained from the School of Public Affairs but did not gain in your program of stu

8. What other information about your graduate school or employment experience should the School of Public Affairs know about a strengths and weaknesses?

What other information about your graduate school or employment experience should the School of Public Affairs know about as we make pr weaknesses?

9. Your degree program

Your degree program

MPA, General

MPA, Accelerated

Executive MPA

Online MPA (At least 75% of course work completed through on-line courses)

Dual MPA Degree

Please indicate the year that you completed your MPA

11. *Are you currently employed (includes self-employment)?*

Are you currently employed (include self-employment)?

No, because I am currently enrolled in another degree program

No, and I am not seeking employment

No, but I am seeking employment

Yes, full-time in a field/industry related to my UCCS program of study

Yes, full-time, but not in a field/industry related to my UCCS program of study.

Yes, part-time in a field/industry related to my UCCS program of study

Yes, part-time, but not in a field/industry related to my UCCS program of study

12. *Which of the categories below best describes your current place of employment?*

Which of the categories below best describes your current place of employment?

Federal Government

State or Regional Government

Local Government

Foreign Government (any level) or international quasi-governmental organization

Non-profit concerned with domestic issues

Non-profit/NGO concerned with international issues

13. *Please indicate all of the content areas that best describe your current work.*

Please indicate all of the content areas that best describe your current work.

Education

Health

Emergency Management

Homeland Defense

Social Welfare

Criminal Justice

International Affairs

Politics/Lobbying

Finance

General Management

General Policy Analysis

Other

When were you employed in your current position?

I had this job prior to attending UCCS

I accepted this job by the time I graduated from UCCS

I accepted this job after but within three months of graduating from UCCS

I accepted this job more than three months after graduating from UCCS

15. *Please indicate the number of years of professional work experiences that you possess.*
Please indicate the number of years of professional work experiences that you possess.

16. *Is your place of employment within the state of Colorado?*

Is your place of employment within the state of Colorado?

Yes

No

17. *If your job is outside of Colorado, please indicate its geographic location:*

If your job is outside of Colorado, please indicate its geographic location:

Northeast United States

Middle Atlantic United States

Southern United States

Midwestern United States

Southwestern United States

Western United States

Outside of the United States

Did a UCCS Sponsored Program help you get or keep a full-time job after graduation?

Yes

No

19. *Indicate the number of employees in the organization from which you currently work.*

Indicate the number of employees in the organization from which you currently work.

Less than 100

100-499

500-1,000

More than 1,000

20. *What is your annual gross income from your present position?*

What is your annual gross income from your present position?

Under \$20,000

\$20,000-29,999

\$30,000-39,999

\$40,000-49,999

\$50,000-59,999

\$60,000-69,999

\$70,000-79,999

\$80,000-89,999

\$90,000 or more

If you received a bonus for completing your MPA for your current position, what is your estimated value of your bonus?

None

\$1-4,999

\$5,000-9,999

\$10,000-14,999

\$15,000 or more

22. What percentage of your UCCS graduate education did your employer fund?

What percentage of your UCCS graduate education did your employer fund?

None

1-49%

50-99%

100%

Student Clubs	*Which of the following experiences did you engage in while attending UCCS? Student Clubs N/A	Student Clubs Yes, UNRELATED to program of study
Internship	Internship N/A	Internship Yes, UNRELATED to program of study
Extended Studies	Extended Studies N/A	Extended Studies Yes, UNRELATED to program of study
Online Course Experience(s)	Online Course Experience(s) N/A	Online Course Experience(s) Yes, UNRELATED to program of study
Field Placement	Field Placement N/A	Field Placement Yes, UNRELATED to program of study
Practicum	Practicum N/A	Practicum Yes, UNRELATED to program of study
Part-time Job	Part-time Job N/A	Part-time Job Yes, UNRELATED to program of study
Full-time Job	Full-time Job N/A	Full-time Job Yes, UNRELATED to program of study

Did your internship help you get or keep a full-time job?
 NA (I did not have an internship)

No

Yes, with employer other than internship employer, but in the same field

Yes, with employer other than internship employer, but in a different field

Yes, with internship employer

25. How would you rate your response to the following statements:

	Strongly Agree	Agree	Disagree	Str
Overall, your program of study at UCCS met your educational goals.	*How would you rate your response to the following statements: Overall, your program of study at UCCS met your educational goals. Strongly Agree	Overall, your program of study at UCCS met your educational goals. Agree	Overall, your program of study at UCCS met your educational goals. Disagree	e
Your UCCS experience prepared you for becoming an effective member of the workforce.	Your UCCS experience prepared you for becoming an effective member of the workforce. Strongly Agree	Your UCCS experience prepared you for becoming an effective member of the workforce. Agree	Your UCCS experience prepared you for becoming an effective member of the workforce. Disagree	p a wo
You received appropriate guidance with respect to securing a job.	You received appropriate guidance with respect to securing a job. Strongly Agree	You received appropriate guidance with respect to securing a job. Agree	You received appropriate guidance with respect to securing a job. Disagree	
You would recommend UCCS to a friend considering a degree or certificate.	You would recommend UCCS to a friend considering a degree or certificate. Strongly Agree	You would recommend UCCS to a friend considering a degree or certificate. Agree	You would recommend UCCS to a friend considering a degree or certificate. Disagree	UC
Your UCCS education was worth the money you spent on it	Your UCCS education was	Your UCCS education was	Your UCCS education was	Y

Please indicate your gender Female

Male

27. *Please indicate your age*
Please indicate your age

28. *Please indicate your race/ethnicity*

Please indicate your race/ethnicity Hispanic or Latino

White (not Hispanic or Latino)

Black or African American (not Hispanic or Latino)

Native Hawaiian or Other Pacific Islander (not Hispanic or Latino) Asian (not Hispanic or Latino)

American Indian or Alaska Native (not Hispanic or Latino) Two or More Races (not Hispanic or Latino)

Other
end content area

Powered by **SurveyMonkey**

Check out our [sample surveys](#) and create your own now!

SPA Student Alumni Survey - Copy

Q1 This survey will inquire about your experiences as a student of School of Public Affairs here at the University of Colorado Colorado Springs. We very much appreciate your feedback, and especially your honesty, in responding to this survey. We are committed to improving the quality of education here at the School of Public Affairs. Your honest assessment of how well your training from SPA has prepared you for a career in public service and civic engagement will be invaluable to us for this purpose. Your responses will help highlight key information about the program to a wide variety of audiences. Your responses will not be linked to any personally identifiable information. At the completion of the survey, you will be offered a chance to enter a drawing to receive one of three UCCS School of Public Affairs jackets to be awarded to randomly selected participants.

Q2 <div><p>Please provide indicate which degrees you received from the School of Public Affairs?</p> </div>

- Bachelors of Criminal Justice
- Masters of Criminal Justice, MCJ
- Masters of Public Administration, MPA
- Dual MCJ/MPA

Q3 In what semester/year did you receive your last degree from UCCS? (ex. Fall 2016)

Q4 What is your current employment situation?

- Full Time
- Part-Time
- Seeking a new position
- Unemployed and not seeking employment

Answer If Please provide indicate the degree your received from the School of Public Affairs? Masters of Criminal Justice, MCJ Is Selected Or Please provide indicate the degree your received from the School of Public Affairs? Masters of Public Administration, MPA Is Selected Or Please provide indicate the degree your received from the School of Public Affairs? Dual MCJ/MPA Is Selected

Q5 Which of the following best describes the type of organization by which you are currently employed? (Please check all that apply)

- National or central government in the same country as the program
- State, provincial, or regional government in the same country as the program
- City, county, or other local government in the same country as the program
- Government not in the same country as the program
- International quasi-governmental organization
- Nonprofit domestic-oriented
- Nonprofit/NGOs internationally-oriented
- Social Enterprise
- Private Sector- research/consulting
- Private Sector- not research/consulting
- Private Contracting
- Obtaining further education
- Unemployed
- Other

Answer If Please provide indicate the degree your received from the School of Public Affairs? Bachelors of Criminal Justice Is Selected

Q38 Which one of the following best describes the type of organization by which you are currently employed? (Check all that apply)

- Corrections
- Law Enforcement
- Law
- Social Work
- Nonprofit Management
- Victim Services
- Other

Answer If Which of the following best describes the type of organization by which you are currently employed? (Please check all that apply) Other Is Selected Or Which one of the following best describes the type of organization by which you are currently employed? (Check all that apply) Other Is Selected

Q39 Please provide a broad description of your organization.

Q41 How long have you occupied your current position?

Q42 Which of the following characteristics describes your current job responsibilities ? Please check all answers that apply.

- Advocacy/lobbying
- Arts and culture
- Auditing or governance
- Communication, media, or libraries
- Community or economic development
- Education
- Environmental issues, nature resources, or animal welfare
- Elected officials/ political parties
- Health
- Human rights
- Human services/ social services
- Infrastructure, transportation, or utilities
- International development or relations
- Judicial system or justice issues
- Local government or regional issues
- Philanthropy/grantmaking
- Religion or faith-based organization
- Security, military, law enforcement or corrections
- Science/technology
- Trade or trade regulation
- Other

Q40 In your opinion, how important was obtaining your degree in continuing to enrich and/or enhance your career goals?

Answer If Please provide indicate the degree your received from the School of Public Affairs? Masters of Public Administration, MPA Is Selected

Q9 Please rate your satisfaction with the School of Public Affairs ability to help you exercise the following competencies in the workplace.

	Extremely Satisfied	Satisfied	Somewhat Satisfied	Not at all Satisfied	Don't Know Not Applicable
To lead and manage in public governance contexts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To participate in and contribute to the public policy process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To think critically, solve problems, and make decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To articulate and apply a public service perspective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To analyze data or research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

information					
-------------	--	--	--	--	--

Answer If Please provide indicate the degree your received from the School of Public Affairs? Masters of Public Administration, MPA Is Selected

Q10 Please rate your satisfaction with the School of Public Affairs ability to help you exercise the following competencies in the workplace.

	Extremely Satisfied	Satisfied	Somewhat Satisfied	Not at all Satisfied	Don't Know /> Not Applicable
To engage, respond to, and interact productively with people of all backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To communicate effectively in writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To communicate effectively through speaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To adopt and utilize technology for public management &	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<p>communication</p> <p>To listen, reflect upon, synthesize and articulate diverse values and perspectives</p> <p>To motivate people, build teams, and manage change</p> <p>To manage organizations and lead mission driven improvement</p>	<p><input type="radio"/></p> <p><input type="radio"/></p> <p><input type="radio"/></p>	<p><input type="radio"/></p> <p><input type="radio"/></p> <p><input type="radio"/></p>	<p><input type="radio"/></p> <p><input type="radio"/></p> <p><input type="radio"/></p>	<p><input type="radio"/></p> <p><input type="radio"/></p> <p><input type="radio"/></p>	<p><input type="radio"/></p> <p><input type="radio"/></p> <p><input type="radio"/></p>
---	--	--	--	--	--

Answer If Please provide indicate the degree your received from the School of Public Affairs? Bachelors of Criminal Justice Is Selected

Q52 Please rate your satisfaction with the School of Public Affairs ability to help you exercise the following competencies in the workplace.

	Extremely satisfied	Satisfied	Somewhat Satisfied	Not at all Satisfied	Don't Know Not Applicable
The ability to draw on multiple disciplines and research traditions to identify and understand the social and behavioral.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The ability to demonstrate a comprehensive understanding of the institutions in the criminal justice system and how politics and policy making affect institutions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<p>The ability to demonstrate effective critical thinking skills.</p>	○	○	○	○	○
<p>The ability to demonstrate an understanding of how perceptions of the criminal justice system vary cross-culturally, and how such differences influence policy and public perception.</p>	○	○	○	○	○
<p>The ability to demonstrate effective oral communication skills.</p>	○	○	○	○	○
<p>The ability to demonstrate</p>	○	○	○	○	○

effective written communication skills.					
--	--	--	--	--	--

Q43 Are there skills or experiences missing from your program that the School of Public Affairs could offer that would enhance your career path? If so, please explain.

Q46 Please select the state and county in which you currently reside.

(Table Truncated to 63 Columns)

Q49 Have you served in the military?

- No, I have not
- Yes, I am currently serving
- Yes, I am a veteran

Q6 What is your gender?

- Female
- Male

Q48 What is your race? Please choose all that apply.

- White/Caucasian
- African American
- Hispanic
- Asian
- Native American
- Pacific Islander
- Other

Q51 How old are you?

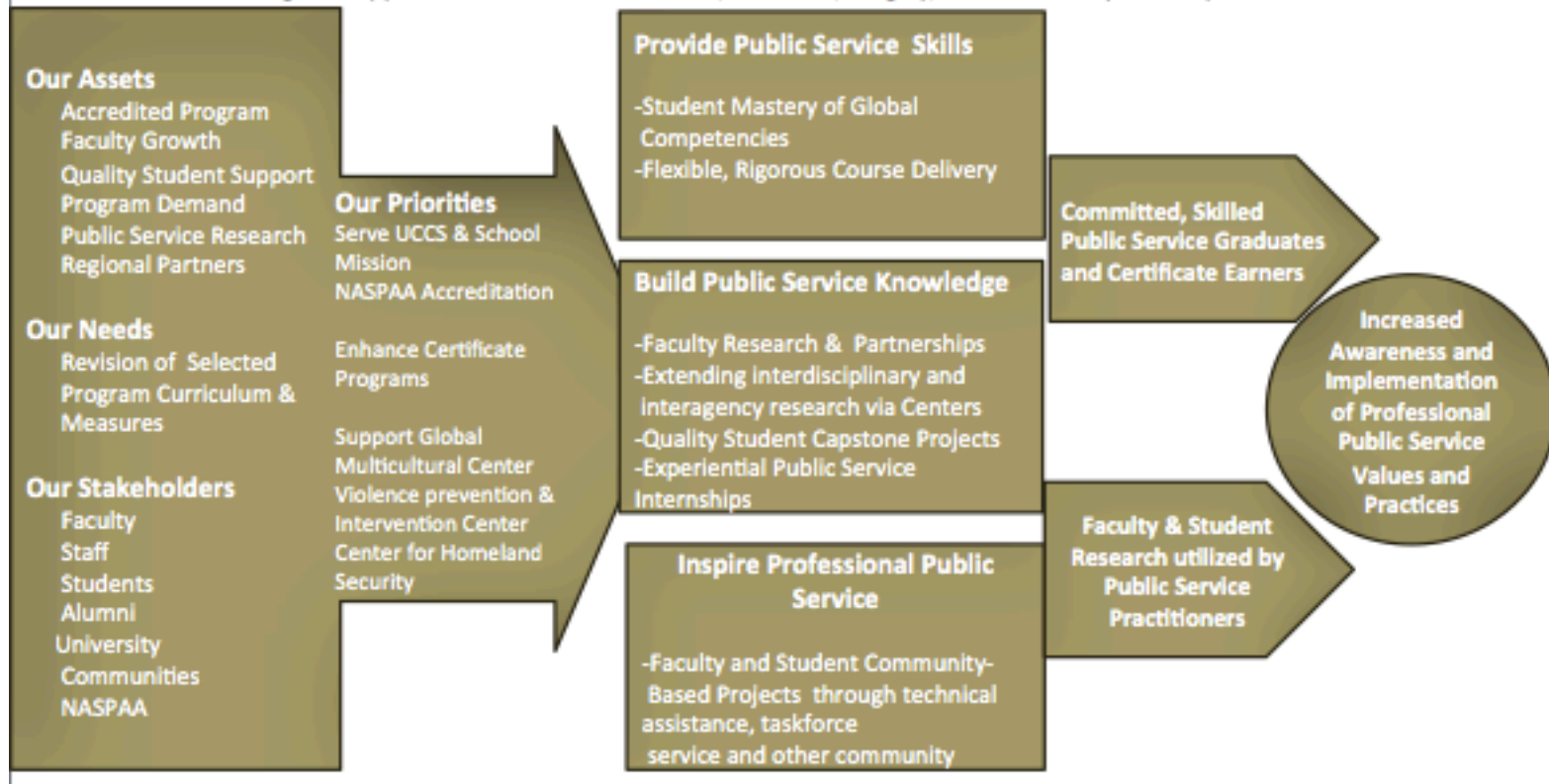
- 18-25
- 26-34
- 35-54
- 55-64
- 65 or over

UCCS School of Public Affairs Program Logic Model

Our Mission: The Master of Public Administration program provides high quality graduate education for current and prospective practitioners in public and nonprofit organizations, here and abroad, to prepare them for excellence in public service. To accomplish this mission, we strive to

- Advance public service through improving the quality of public, nonprofit, national security and criminal justice systems.
- Teach students from diverse backgrounds to work collaboratively to meet societal challenges ethically, with compassion, vision, analytic rigor, and practicality.
- Foster strategic leadership skills: critical thinking and decision-making, effective communication, creative problem-solving, knowledge management, multi-sector understanding, and global citizenship.
- Support and model civil public discourse, citizenship, responsibility and respect.
- Facilitate a process of lifelong learning that evolves and adapts to the changing nature of the field and continuous development of the knowledge, skills and abilities required.

Our UCCS Values: We are guided by public service values of excellence, innovation, integrity, inclusive diversity and compassion



Standard 5.1 To Lead and Manage in Public Governance

The mission of the UCCS School of Public Affairs is to improve the quality of life for people and their communities, here and abroad, through collaborative governance, public service innovation, community engagement and research.

Student Learning Objectives

- The student understands the roles and realities of American public administration in a global context
- The student understands the context of cross-sector and multilevel governance
- The student understands organizational theory and behavior and can apply them to organizational management and improvement
- The student is able to set mission-driven goals and use data, performance indicators, economic concepts and continuous improvement approaches to manage and lead to achieve the mission
- The student understands and is able to apply theories of leadership and stewardship to motivate people, build teams, and manage change
- The student is able to generate and effectively allocate and manage financial and programmatic resources
- The student is self-aware and is able to manage and lead with insight and compassion

Assessment Techniques

Direct Measures

Course Level Assessment
Ex. PAD 5001 exam questions
Advanced Seminar Capstone Rubric

Indirect Measures

Syllabus Review for Objectives;
Course-Level Student Competency Survey
Student Exit Survey Ability Questions

Short Term Outcome

Students prepared to engage in public governance

Long Term Outcome

Program alumni applying effective public governance strategies across sectors

Assessment Stages

Fall 2013 Implement Assessment

Spring 2014 Set Program Benchmarks

Fall 2014 Revise Program Based on Feedback

Standard 5.2 To Participate and Contribute to the Public Policy Process

The mission of the UCCS School of Public Affairs is to improve the quality of life for people and their communities, here and abroad, through collaborative governance, public service innovation, community engagement and research.

Student Learning Objectives

- The student understands the process and context of policy making at all levels of participative governance
- The student understands and is able to apply tools, techniques, and strategies for engaging people in the policy process
- The student understands and is able to apply techniques for organizing, generating, and navigating group and network pressures
- The student understands and is able to apply techniques for generating and selecting among policy alternatives
- The student is able to identify common barriers to effective implementation and how to overcome them
- The student is able to outline connections among policy and administrative processes
- The student is able to conduct policy evaluations that assess efficiency, effectiveness, and political responsiveness

Assessment Techniques

Direct Measures

Course Level Assessment

Ex. PAD 5005 policy memo

Advanced Seminar Capstone Rubric

Indirect Measures

Syllabus Review for Objectives;
Course-Level Student Competency Survey
Student Exit Survey Ability Questions

Short Term Outcome

Students prepared to engage in public policy process

Long Term Outcome

Program alumni engage in civic activity

Assessment Stages

Spring 2014 Implement Assessment

Fall 2014 Set Program Benchmarks

Spring 2015 Revise Program Based on Feedback

**Standard 5.3 To Analyze, Synthesize,
Think Critically, Solve Problems, and make Decisions**

The mission of the UCCS School of Public Affairs is to improve the quality of life for people and their communities, here and abroad, through collaborative governance, public service innovation, community engagement and research.

Student Learning Objectives

- The student is able to select and use appropriate research methods and analytical tools for answering questions and solving problems
- The student is able to communicate research results visually and orally to a public audience
- The student is able to collect and analyze data to inform decisions
- The student is able to critically assess, review, and understand research
- The student understands and is able to apply different perspectives and assumptions to generate policy and management decision alternatives
- The student is able to select and use contextually appropriate criteria and processes for making decisions
- The student understands the ethical implications of research and can apply them in a real world setting

Assessment Techniques

Direct Measures
Course Level Assessment
Ex. PAD 5003 exam questions
Advanced Seminar Capstone Rubric

Indirect Measures
Syllabus Review for Objectives;
Course-Level Student Competency Survey
Student Exit Survey Ability Questions

Short Term Outcome

Students contribute to community practice through quality capstone projects

Long Term Outcome

Program alumni promote analytic rigor in civic problem solving

Assessment Stages

Spring 2014 Implement Assessment

Fall 2014 Set Program Benchmarks

Spring 2015 Revise Program Based on Feedback

Standard 5.4 To Articulate and Apply a Public Service Perspective

The mission of the UCCS School of Public Affairs is to improve the quality of life for people and their communities, here and abroad, through collaborative governance, public service innovation, community engagement and research.

Student Learning Objectives

- The student is able to understand ethical obligations and apply professional codes of ethics to situations and decisions
- The student understands and adheres to policies and practices supporting transparent and accountable governance
- The student is able to understand and articulate public service values and identify the public interest
- The student is able to identify conflicts between ethical values and can use multiple ethical analysis models to approach conflicts professionally

Assessment Techniques

Direct Measures

Course Level Assessment
Ex. PAD 5001 exam questions
Advanced Seminar Capstone Rubric

Indirect Measures

Syllabus Review for Objectives;
Course-Level Student Competency Survey
Student Exit Survey Ability Questions

Short Term Outcome

Students committed to public service values

Long Term Outcome

Program alumni promoting public service values and practices in their communities

Assessment Stages

Fall 2013 Implement Assessment

Spring 2014 Set Program Benchmarks

Fall 2014 Revise Program Based on Feedback

Standard 5.5 To Communicate and interact productively with a diverse and changing workforce and citizenry

The mission of the UCCS School of Public Affairs is to improve the quality of life for people and their communities, here and abroad, through collaborative governance, public service innovation, community engagement and research.

Student Learning Objectives

- The student understands and conveys the value of diverse backgrounds and viewpoints in participative governance
- The student is able to work effectively in teams, both traditional and virtual
- The student is able to communicate effectively in spoken, written, and technology driven formats to a variety of audiences and for a variety of purposes
- The student is able to listen, reflect upon, synthesize, and articulate diverse values and perspectives
- The student understands how to engage, respond to, and work with people of all backgrounds
- The student understands how to engage in civil discourse across different modes of communication

Assessment Techniques

Direct Measures

Course Level Assessment
Ex. PAD 5001 exam questions
Advanced Seminar Capstone Rubric

Indirect Measures

Syllabus Review for Objectives;
Course-Level Student Competency Survey
Student Exit Survey Ability Questions

Short Term Outcome

Students confidently able to address public issues through teamwork, written, and oral communication

Long Term Outcome

Program alumni strategically leading communities

Assessment Stages

Fall 2013 Implement Assessment

Spring 2014 Set Program Benchmarks

Fall 2014 Revise Program Based on Feedback