



**Baucus Institute Department of Public Administration & Policy
Academic Year 2020-2022 Assessment Report**

The University of Montana’s Baucus Institute’s Department of Public Administration and Policy is the first of its kind in Montana. Our department offers a variety of degrees: Master of Public Administration, certificates in public policy, nonprofit administration, and public administration, an undergraduate minor and certificate in nonprofit administration, and professional training opportunities. Our department is centrally located within the Alexander Blewett III School of Law’s Max S. Baucus Institute. Our faculty offer coursework online, in-person, and via robot.

MISSION STATEMENT

To provide an innovative public service education for pre-career and in-career public and nonprofit administration students with an emphasis on cultural awareness, collaboration, and applied learning experiences.

Public Service Values:

Our public service values serve as guideposts that inform how we apply our MPA mission to inform decisionmaking.

1. **Equity:** We believe our commitment to cultural awareness across curriculum and scholarship challenges us to *reflect* and *rethink* accepted forms of oppression often found in considerations of efficiency and effectiveness.
2. **Serving the Public Interest:** Senator Baucus firmly believes “public service is the highest calling.” We believe training current and future generations about the importance of serving the public **ethically** is essential to serving the public interest.
3. **Fairness:** One out of three Montanans live more than 60 miles from a college or university. We believe fairness requires public education offers course delivery that is *flexible, accessible, and affordable*.
4. **Integrity:** We believe collegiality in the workplace, classroom, and society is essential to a functioning civil society and is driven by decency and respect.
5. **Accountability & Transparency:** We believe individuals and institutions should be responsive and accountable to the public for their decisions.

DEPARTMENT OBJECTIVES and ALIGNMENT WITH UM STRATEGIC ISSUES

Department Objective	Alignment with Strategic Issues	Innovation Examples
1. Prepare students for careers in public and nonprofit sectors	PFA1; PFA4; PFA5	Public Service Academy; Mission statement committed to DEI; National Rankings ; only 4+1 degree with wildlife biology in U.S.
2. Provide students with applied learning experiences to connect theory to practice	PFA1; PFA2; PFA4; PFA5	Applied Core Curriculum; Teaching across modalities (online, in-person, robot); Micro-credentials
3. Faculty conduct research to advance scholarly knowledge for the discipline and applied learning experiences for our students	PFA1; PFA2; PFA3; PFA4; PFA5	“Pracademic” Expertise ; Community Projects

STUDENT LEARNING GOALS and MEASUREMENT TOOLS for MPA Program (NASPAA Accreditation Core Competencies for Student Learning)

Student Learning Goals	Specific Course that Carries Out Learning Goal	Research Project	MPA Portfolio/Exit Survey	Final Exit Survey	Cultural Competence Survey
1. To lead and manage in public governance (PUAD)	PUAD 501	x	X	X	
2. To participate and contribute to the public policy process (PUAD)	PUAD 503	x	X	X	
3. To analyze, synthesize, think critically, solve problems, and make decisions (PUAD)	PUAD 506	X	X	X	
4. To articulate and apply a public service perspective (PUAD)	PUAD 501 and PUAD 504	x	X	X	
5. To communicate and interact with productivity with a diverse and changing workforce and citizenry (PUAD)	PUAD 522	X	X	X	X
6. Understand the role of the nonprofit sector and effective management (NPAD)	PUAD 529	X	X	X	
7. Understand fundamental aspects of public service and the role of Nonprofits (NPAD)	NPAD 466 and 166	X	X	X	
8. Understand the role of the nonprofit sector in society	NPAD 466 and 166	X	X	X	

2020-2022 Curriculum Mapping

MPA NASPAA National Competencies	To Lead and Manage in Public Governance	To Participate in and Contribute to the Public Policy Process	To Analyze, Synthesize, Think Critically, Solve Problems & Make Decisions	To Articulate and Apply a Public Service Perspective	To Communicate and Interact Productively with a Diverse & Changing Workforce and Citizenry
UM Student Learning Indicators	1. Analyze organizational structures; 2. Understand how leadership and management theories link to org practices; 3. Understand internal and external factors influence org behavior	1. Demonstrate an ability to analyze policy and craft policy options to address public problems; 2. Formulate options that rely on various policy instruments to address a problem; Demonstrate an ability to identify stakeholders, work effectively with organizations engaged, and connect policy options to stakeholder interests	1. Demonstrate an ability to utilize analytical tools to analyze, present, and interpret data and apply to informing organizational/policy decisions; 2. Interpret qualitative and quantitative data and use these data to frame problems and identify possible cause and effect relationships; 3. Recommend a course of action supported by data and analysis rather than personal opinion	1. Communicate the value of the public service to a variety of stakeholders (internal and external); 2. Convey an understanding of the complexities associated with the public service today and their implications; 3. Counter common critiques of bureaucracy by explaining the role of the public sector (this includes public and/or nonprofit sectors)	1. Demonstrates an ability to recruit and retain a diverse workforce; 2. Demonstrates a broad understanding of diversity, race, ethnicity, nationality, gender, age, religion, sexuality, etc.; 3. Identifies and explains links between representative diversity and effective service to diverse and changing communities by drawing from theoretical and empirical literatures
Introduction, Assessment, and Practice of Competencies					
PUAD 501: Public Administration	Instruction: M Deliverable: M	Instruction: M Deliverable: M	Instruction: L Deliverable: L	Instruction: H Deliverable: H	Instruction: M Deliverable: L
PUAD 522: Human Resource Management	Instruction: M Deliverable: M	Instruction: M Deliverable: M	Instruction: L Deliverable: L	Instruction: M Deliverable: M	Instruction: H Deliverable: M
PUAD 504: Organization Theory	Instruction: H Deliverable: H	Instruction: M Deliverable: M	Instruction: M Deliverable: M	Instruction: M Deliverable: M	Instruction: H Deliverable: M
PUAD 503: Policy Analysis	Instruction: M Deliverable: M	Instruction: H Deliverable: H	Instruction: M Deliverable: M	Instruction: M Deliverable: M	Instruction: M Deliverable: M
PUAD 505: Budgeting	Instruction: M Deliverable: M	Instruction: H Deliverable: H	Instruction: H Deliverable: H	Instruction: M Deliverable: L	Instruction: L Deliverable: L
PUAD 506: MPA Applied Research Methods	Instruction: L Deliverable: L	Instruction: L Deliverable: L	Instruction: H Deliverable: H	Instruction: L Deliverable: L	Instruction: L Deliverable: L
PUAD 529: Intro Nonprofit Administration	Instruction: M Deliverable: M	Instruction: M Deliverable: M	Instruction: L Deliverable: L	Instruction: H Deliverable: H	Instruction: M Deliverable: L
Portfolio & Exit Interview Internships, Final Portfolio and Exit Interviews are expected to vary to which competencies may be emphasized based upon the student's focus - but marry the applied and practical experiences across the competencies					
L = low or minimal emphasis; M = moderate emphasis; H = high emphasis/major focus					

RESULTS and MODIFICATIONS

Learning Goal results	Modifications made to enhance learning
<p>2018-2019 NASPAA Student Learning Goals</p> <ul style="list-style-type: none"> - Scoring (1-4 unacceptable proficiency); (5-7 proficiency); (8-10 exemplary proficiency) - LG1: proficient - LG2: proficient - LG3: proficient - LG4: proficient - LG5: proficient - LG6: proficient - LG7: N/A (to be completed starting Fall 2020) - LG8: N/A (to be completed starting Fall 2020) - <i>Internships</i>: majority of students and employers strongly agreed or agreed with student performance - <i>Cultural Awareness Survey</i>: level of cultural awareness has fluctuated; more data needed for online classes versus in person - <i>Exit Survey</i>: strong level of satisfaction across MPA experience 	<p>2018-2019</p> <ul style="list-style-type: none"> - How we closed the loop for student learning goals - LG1: clarity in pillars of PA assignments and application - LG2: change books/course materials to adapt to diversification of perspective; clearer understanding of policy process vs. policy analysis - LG3: continue to compare online/in person to maintain quality and rigor across modalities - LG4: add diversity management component to semester long project - LG5: refocus efforts on recruitment/retention and linkages to cultural awareness - LG6: new professor hired; continue to assess - LG7: N/A (to be completed starting Fall 2020) - LG8: N/A (to be completed starting Fall 2020) - <i>Internships</i>: ensure students complete final assessment; intern coordinator completes site visits

Learning Goal results	Modifications made to enhance learning
	<ul style="list-style-type: none"> - <i>Cultural Awareness Survey</i>: have cultural awareness learning objective in core class syllabi; include survey in all PUAD 522 classes (online and in person); diversification of readings/guest speakers - <i>Exit Survey</i>: continue to enhance applied learning experiences; cultural awareness across all NPAD and PUAD classes, not just a few
<p>2019-2020 NASPAA Student Learning Goals</p> <ul style="list-style-type: none"> - Scoring (1-4 unacceptable proficiency); (5-7 proficiency); (8-10 exemplary proficiency) - LG1: proficient - LG2: proficient - LG3: proficient - LG4: proficient - LG5: proficient - LG6: proficient - LG7: N/A (to be completed starting Fall 2020) - LG8: N/A (to be completed starting Fall 2020) - <i>Internships</i>: majority of students and employers strongly agreed or agreed with student performance - <i>Cultural Awareness Survey</i>: level of cultural awareness increases, but increase awareness across curriculum - <i>Exit Survey</i>: strong level of satisfaction across MPA experience 	<p>2018-2019</p> <ul style="list-style-type: none"> - How we closed the loop for student learning goals - LG1: examine impact of new SECA project - LG2: continue to incorporate diversification of thought - LG3: with new mission adoption; consider revisiting some questions - LG4: continue to evaluate diversity management component to semester long project - LG5: ensure different professors approach collective learning goals - LG6: new professor hired; continue to assess - LG7: N/A (to be completed starting Fall 2020) - LG8: N/A (to be completed starting Fall 2020) - <i>Internships</i>: ensure students complete final assessment (new system) - <i>Cultural Awareness Survey</i>: finalize cultural awareness learning objective in core class syllabi - <i>Exit Survey</i>: continue to enhance applied learning experiences; methods for online discussions

FUTURE PLANS FOR CONTINUED ASSESSMENT

Our department will continue to assess, yearly the core competencies required by our accreditation body, NASPAA. Our department will revise assessment documents and learning goals to effectively carry out our mission and close the loop. Our mission places an emphasis on [the pillars of public administration \(equity, serving the public interest, fairness, integrity, and accountability/transparency\)](#) and cultural awareness – a commitment to diversity, equity, and inclusion. To ensure our department is not simply checking a box, we adopted a clearer learning objective around cultural awareness across our core curriculum.

APPENDICES

1. 2021-22 NASPAA Annual Data Report
2. 2017-22 Cultural Assessment
3. 2021-22 MPA Exit Survey

NASPAA Annual Data Report Due November 1

Annual Accreditation Maintenance Report: Accredited Programs Only

Accreditation Maintenance Report

Commission on Peer Review and Accreditation of the Network of Schools of Public Policy, Affairs, and Administration Annual Accreditation Report

Instructions:

Please fill in the following narrative and quantitative fields with information related to conformance with Network of Schools of Public Policy, Affairs, and Administration Accreditation Standards. If the program wishes to provide additional context to its data, supplementary documents may be uploaded at the bottom of the form.

Programs should fill out a separate report for each accredited degree. Programs with multiple campuses or modalities should provide data disaggregated by campus or modality. To do so, complete the first table for questions 6, 9, 10, and 12 in aggregate. Then, using the +Add new Delivery Modality breakdown button, create a new table for each modality at which the entire degree may be completed. For example, if the program has students enrolled in three modalities: main campus, an additional satellite campus, and online, Question 6 would be completed 4 times: the first table reflecting aggregate data (for all 3 modalities), the second table reflecting only main campus student data, the third table reflecting only satellite campus student data, and the fourth table reflecting only online student data. Multiple modalities refers to differing modes of pedagogy within the same program, be they geographic, technological, curricular, or temporal. Typical structures that fall in this category are distance campuses, online education, and unique student cohorts within the program, such as executive or 3+2 cohorts.

This annual report form is designed to accommodate programs accredited under both the pre-2009 and the current accreditation standards (approved in 10/2009). All questions are required for programs accredited under the current accreditation standards.

The annual data report year is defined as the Academic Year prior to the report's submission. The program will indicate in the report if its university defines its Academic Year as "Fall, Spring, Summer" or "Summer, Fall, Spring".

Advisory: Where possible, COPRA attempts to collect data in the formats used by IPEDS and the Common Data Set initiatives in order to facilitate the program's efforts in obtaining information from institutional research departments at their campuses. COPRA recommends liaising with the appropriate offices at your university when reporting accreditation data.

1. The mission of your program will automatically populate below from your last report. If it does not, please provide it below. Please note that the mission provided below will be used to populate your program's profile on the NASPAA website. If there have been any changes to your program's mission since your last review or annual report, please click here to enter the revised mission statement. Please describe the changes and the mission revision process (Question 3) regarding substantive change.

The University of Montana MPA program mission is to provide an innovative public service education for pre-career and in-career public and nonprofit administration students with an emphasis on cultural awareness, collaboration, and applied learning experiences (mission review/revisions, Fall 2020; adopted Spring 2021; implemented Fall 2021). Question 3 outlines process and changes.

- 2a. Indicate the mode(s) of program delivery that most accurately describe your program (check all that apply)
- a. In person instruction only
 - b. In person instruction with online coursework available
 - c. Primarily online (students have to come to campus at least once)
 - d. Completely online (students never have to come to campus)

- 2b. If applicable, please check the satellite campuses checkbox and indicate at which the *entire* degree may be completed.
- Satellite Campuses (Click symbol to enter data)

- 2c. Does the program include an executive cohort or track? (Dropdown: Yes / No)
(Click symbol to enter data)

3. Has your program made any substantive changes since the most recent review or annual report? If so, please elaborate. [A substantive change is defined as a significant departure from the last accreditation review regarding a program's operation, including but not limited to: mission, goals, objectives, assessment practices, delivery modalities and locations, targeted student population, governance structures, and required and elective competencies.]

We have two changes to report - Personnel and Portfolio Language
Personnel:

As noted in our 2020-2021 maintenance report, our MPA Program (within our Department of Public Administration and Policy) convened two, new faculty searches, Fall 2021. These are brand new positions supported by our school and university to meet growing capacity. We were fortunate to hire Drs. Lauren McKeague and Josey Hazelton-Boyle who started Fall 2022 to teach MPA core classes. Most recently (May 2022), Dr. Sara Rinfret, our long-time chair and MPA Director accepted another position. The Office of the Provost immediately announced and authorized an interim MPA Director/Department Chair, Dr. Sandi Pershing to serve in this leadership role. A permanent, nation-wide search will be conducted Fall 2022 as we submit this report. This position will be a tenured faculty member at the rank as associate or full professor. We expect the selection of this person will occur in October/November 2022, with a start date of June 2023. These tenure track faculty and MPA Director/Chair will continue our faculty size at 8, serving our mission and meeting growing student interest. The posting for our Fall 2022 search can be found here: https://university-montana-hr.silkroad.com/epostings/index.cfm?fuseaction=app.jobinfo&jobid=3511&company_id=16254&version=1&source=ONLINE&jobOwner=992276&aid=1

Portfolio Language:

Based on faculty and student feedback, we made a slight change to our Portfolio Requirement Language. Because some courses are using contract grading processes, this doesn't always result in assignments being granted letter grades, but the current Portfolio Requirements asked for assignments that received A grades. Our updated language allows students to submit their best work, rather than only work for which they received an A.

Here is the language as it is currently written:

Three public administration-related research course-related papers (not outlines, case write-ups, short assignments, or more than one assignment from a particular class) that are individual (not group) projects that demonstrate the student's ability to design, conduct, and analyze research; have been completed for the requirements of an independent study, internship (not a reflection, but project), or traditional course; and have received a grade of at least an A or higher and/or, students must demonstrate expectations have been met (e.g. "met expectations"). Separate from the 3 research papers, one artifact of the student's ability to work cooperatively in a team setting/group project, which may stem from an independent study, internship, or traditional course and have received a grade of at least an A or higher or met expectations, which grades are affixed at the end of each example. In instances where a student has a course using contract grading, student samples must demonstrate an assignment has "met expectations.

Here is our change to this language:

Three public administration-related research course-related papers (not outlines, case write-ups, short assignments, or more than one assignment from a particular class) that are individual (not group) projects that demonstrate the student's ability to design, conduct, and analyze research; have been completed for the requirements of an independent study, internship (not a reflection, but project), or traditional course; and represent the student's best work in the program. Separate from the 3 research papers, one artifact of the student's ability to work cooperatively in a team setting/group project, which may stem from an independent study, internship, or traditional course and also represents the student's best work. Grades should be affixed at the end of each example. In instances where a student has a course using contract grading, student samples must demonstrate an assignment has "met expectations.

4. Program Evaluation: Please discuss how the program has collected, applied, and reported information about its performance and its operations to guide the evolution of the program's mission and the program's design and continuous improvement in the past year. If you wish to upload any supplements, you may do so at the bottom of the form.

5. Listed below, we provide a snapshot into our program evaluation for 2021-2022. The attachment included with our report provides additional information about processes and data for 2021-2022. Regular Program Level Assessment Methods:

6.

7. As noted in our SSR and SVR, our program reviews its mission every 3 years. Our mission was adopted Fall 2017. Our initial conversation for mission review was discussed August 2020 during our annual department. At this retreat we reviewed our program and course level assessment in

the aggregate for 2017-2018; 2018-2019; and 2019-2020. During our annual retreat (August 2020), our MPA core faculty voted to undergo our mission revision process. Our mission revision process includes:

8. Step 1: During annual retreat, MPA core reviews program level and holistic data to examine current mission statement and votes to maintain or reconsider (August 2020); we voted to reconsider
9. Step 2: Draft two mission statement considerations by MPA Director in consultation with MPA core (August/September 2020)
10. Step 3: Review and Revise two mission statement options with MPA Alumni Board, Student Honorary Society Executive Board (UMMPA), community stakeholders
11. (September-October 2020)
12. Step 4: MPA Director sends out Qualtrics survey for two mission statements options to all alumni and students (October-November 2020)
13. Step 5: Final mission selected based upon survey results from alumni, students, and faculty (November-December 2020)
14. Step 6: Apply mission and revise assessment continuum (conducted spring, summer 2021) - attached document reflects new assessment changes to be applied starting Fall 2021
15. Step 7: Adopt and apply mission (Fall 2021)
- 16.
17. Graduating student survey: administered Fall and Spring semesters, required of each graduating MPA student. The survey evaluates current and future employment, overall assessment of program and student learning (see attachment for results). The results of the findings are reviewed by core nucleus faculty during a regularly scheduled faculty meeting. The information used from the survey is used to enhance our MPA program. We used the findings from 2019-2020 to reconsider our current mission to maintain and strengthen our department's commitment to cultural awareness, especially in the middle of a pandemic. Specifically, cultural awareness continues to be a learning objective for our PUAD core classes and broader program to ensure students are better versed in thinking about how to work in a diverse and changing workforce. Faculty continue to increase the number of guest speakers, readings, and course assignments to enhance cultural awareness across the curriculum. We will continue training support and advice from Drs. Brandi Blessett and Tia Gaynor (University of Cincinnati) as it relates to social justice and public administration (October 2020, March 2021). Because of their advice, Fall 2021, all PUAD core classes adopted a new learning objective. The objective states to critically evaluate and advance our understanding of cultural awareness through the exploration of power, representation, empathy, prejudices, and DEI in the public sector through self-reflection, readings, discussions, and assignments. Our cultural awareness report indicates this learning objective and our DEI dashboard on our department website has led to an increase in diverse student body (see attachment).
- 18.
19. Internship supervisor survey: If a student signs up for an internship for credit, they are automatically registered through the University of Montana's Handshake internship system. Handshake administers (every semester) a supervisor survey to assess employability, skills, and knowledge (see attachment for results). These results are presented yearly to nucleus faculty (annual August retreat). The Handshake system does not require supervisors to complete the survey, however our department's internship coordinator has made this a priority. The internship coordinator assists pre-career and mid-career students with successful internship experiences (use of a common syllabus, internship site visits (phone calls or zoom due to COVID-19), evaluation of intern work). Data from the 2021-2022 like 2020-2021, continues to stress that the

internship coordinator should continue to check in with students and supervisors due to the impact COVID-19 has on our lives. The internship coordinator is continuing to make follow up phone calls/zoom to ensure student success. Additionally, due to the pandemic, students are concerned about placements. Fortunately, our local and state community has shifted to remote options for students interested in an internship experience. Also, one of our core nucleus faculty members, Dr. Andrea Vernon has led our campus to consider micro-internships, providing shorter term, remote experiences for students. Students have enjoyed these new, short term experiences and so have employers.

20.

21. Required universal assessment: On an annual basis, the MPA core nucleus faculty assess student learning with a rubric for our core courses as it relates to NASPAA's Universal competencies (see attachment for additional information). For example, in 2021-2022, we found our Human Resource Management course needed to provide a longer-term semester that spent more time on DEI. In addition, our research methods class could offer ways in which students could more cost effectively purchase software like SPSS, working with our IT office. Our policy analysis class needed to ensure the semester long project applied new tools such as critical race assessment and gender analysis to link to our mission, driven by cultural awareness.

22.

23. These regularly used programmatic level assessments promote our program's goals. In order to prepare students for public and nonprofit sector careers.

24. 1. We assess the preparedness of students within our program and their readiness for public and nonprofit careers through a variety of mechanisms, such as:

25.

26. Universal Competencies: We maintain our core classes are meeting objectives in required universal competencies through an assessment planning process. This occurs at the course level to evaluate our student and program's strengths and weaknesses. At the end of each semester, the MPA Director compiles a report and disseminates the information to the MPA core nucleus faculty. We annually (August retreat) examine results to determine if changes are necessary. Results have allowed our nucleus faculty to determine that cultural inclusivity (Please note: we use the term "awareness" instead of "inclusivity" based upon feedback and norms from Tribal students - as one student noted, "We can never truly be culturally competent or inclusive, but aware.") needs to continue for our program. As a result, our HRM continues to use our cultural awareness survey (adopted Fall 2017). Results indicate from our students a shift in their understanding and knowledge, but the desire for a continued emphasis and additional mechanisms for cultural awareness (e.g. more guest speakers, professional development training). This data collection continues to date in HRM (course that every student takes in our program) to obtain longitudinal, generalizable feedback from our students for MPA nucleus faculty to provide necessary changes. As stated previously, we have seen an uptick in a more diverse student body, as a result.

27.

28. Internships: Students in our program are not required to complete an internship. This is because the majority of our students work full-time (pre-career and mid-career professionals). However, pre-career students are strongly advised to complete an internship. During the 2021-2022, 6 MPA students completed an internship. Students who opt to conduct an internship, their supervisor completes an evaluation with the Office of Experiential Learning and Student Success via handshake (see attachment). This information is shared with our department's Internship Coordinator and MPA Director and discussed with nucleus faculty. Although a relatively small percentage of our students are pre-career, those that complete an internship receive high regards

from their supervisor. To assist with career coaching and advice, our department continues to share (with our School of Law) a career development director. This career development director assists our students with resume writing, career coaching, and mock interviews. The goal is to assist students with preparation for internships and beyond.

29.

30. Diversity Plan: Until March 2017, our program relied (and continues to) on university-wide diversity planning approaches. Although these tools are essential for our program, the MPA core nucleus faculty determined it was not enough for our students to be successful in a diverse workplace.

31. Therefore, in Fall 2017 previous MPA Director Rinfret worked closely with Provost Beverly Edmond, premiere public administration scholar in diversity management to draft a diversity plan for nucleus faculty for review. During a monthly faculty meeting the plan was reviewed, and changes suggested. These changes were made and adopted by the faculty nucleus. Our program is excited to continue to implement elements of our Diversity Plan and find ways to strengthen our role in working with tribal leaders in our state. Our MPA Program continues to participate in and co- sponsor the School of Law's annual Native American Law Student Association Conference. We also partner with our University's American Indian Governance Institute (lead, Dr. Heather Cahoon, Native American Studies). This partnership includes - applied learning/research experiences for our faculty and students in order to advance policymaking skills for tribal governance leaders. Our annual summer MT Baucus Leaders program provides a paid, applied learning experience for 7 students to receive \$3,000 to support a remote/in person project. One of these projects is with Dr. Cahoon, working on tribal assessment for our state. Also, based upon feedback from Drs. Blessett and Gaynor, we cannot be "box checkers" when it comes to carrying our commitment to cultural awareness. As a result, we have now placed a new "DEI Tab" on our department website to hold our work and progress accountable and for the public to view. <https://www.umt.edu/law/mpa/dei/default.php>

32.

33. Although our diversity plan incorporates a commitment to cultural awareness across our curriculum, we continue to push ourselves on how we can continue to grow and learn together. As noted last year, during our August retreat, we adopted that each of our core classes would include learning objective in each of our core classes to "increase cultural awareness" through the adoption of readings, guest speakers, videos, and/or student assignments. In August 2020, as stated previously, we now require a cultural awareness learning objective in all of our core classes. To assess if students are meeting this learning objective, we added a question on our semester teaching evaluation for students to assess if the course "provides diversity components and/or diverse populations." Over the last two years, this has really pushed our faculty and students to sit with our discomfort in reading, curriculum, and broader events. For example, our foundation course, PUAD 501 now has students pick an organization and conduct an emotional labor analysis. In our research methods class, PUAD 506, students explore how to pose equity-related questions. Moreover, our PUAD 522 course offers a semester long diversity project.

34.

35. 2. Provide students with applied learning experiences to connect theory and practice.

36. The University of Montana MPA Program aims to provide students with applied learning experiences to ensure our students have the skills necessary to be successful in public sector careers. To evaluate this program goal, we assess the following performance indicators:

37.

38. Program Experiences: Engaging our students in applied experiences in each of our core classes, students have the opportunity to apply theory to practice through course assignments. For

example, in PUAD 506 (Methods) students can use their current organization to design a qualitative or quantitative research design. In PUAD 529 (Nonprofit) students write a business plan for a nonprofit organization. Additionally, students can conduct an applied research experience through a guided MPA faculty independent study research projects or internship as part of their electives. Students in the nonprofit specialization are involved in service learning project to connect community to practice. Students can also directly engage with the community through networking events, program level events, or our alumni mentorship program. These program/course activities are assessed through a faculty member's annual review.

39.

40. Mentorship Program: Each student has the ability to enroll in our alumni mentorship program where students are paired with an alumni mentor for the year. Collectively, the student and mentor work on career preparedness and networking. Annually, mentorship teams are asked to address "what they have learned together." However, we have areas to strengthen this program in terms of ensuring connection (e.g. COVID-19). As a result, we now conduct (via zoom) mentor connection where students "meet" their mentor and discussed the do's and don'ts of a mentorship program. We had over 40 participants and the results were shared with the larger group. We believe this will assist in an even stronger mentorship program for 2022-2023.

41.

42. Additionally, we have worked with our alumni advisory board to continue our 4th Public Service Academy (training opportunities for students and public sector organizations). And, with the hire of Ben Hamman, Fall 2022 we will launch a Certified Public Managers Program to continue to find ways to connect our program with our community. MPA students will be eligible to participate in this program. Specifically, our Public Service Academy offers a free networking session for our students and participants to discuss career pathways.

43.

44. Career Placement: Each MPA student is required to complete a portfolio project that contains a professional growth statement, examples of applied research, and an example of teamwork. The students receive feedback on their portfolio from MPA nucleus faculty and then complete an exit interview before graduation. Results are discussed among nucleus faculty on how our program is serving our students during a regularly scheduled monthly faculty meeting. To provide a more holistic evaluation of career preparedness of our graduates, MPA students are required to complete an exit survey (see attachment). This enables our program faculty to track and assess job placement, program satisfaction, and feedback. This information is examined by nucleus faculty on an annual basis (August retreat) to determine if students are best meeting our mission. We used the results from 2021-2022 to justify why our cultural awareness learning objective and applied learning experiences continue to be necessary in our core classes. As a department within the School of Law, having a career director assist our students with job is imperative and students lament the importance of having 1 on 1 career advice, improving their ability to interview and submit application materials for a job.

45.

46. Faculty Productivity: All tenured, tenure track, and contract faculty with primary appointments in the MPA program submit a report for annual review. We evaluate faculty in their scholarly research, service, and teaching/applied experiences. It is the responsibility of every faculty member to prepare their own individual/annual performance summary, as required by the University's Collective Bargaining Agreement (CBA) section 10.210. Contract faculty members are reviewed each year to examine their performance in the area of teaching/applied experiences, service, and research.

47.

48. Based upon availability of funding and performance these individuals can be nonrenewal. Assistant- level tenure track faculty members are reviewed each year and may request, in writing, to be promoted to the associate level once in the first six years of their appointment. To be eligible for tenure track faculty member must have a terminal degree and have accumulated at least five years of credit toward tenure. Failure to attain tenure within this time period results in the issuance of a non-renewable contract. Associate-level tenured faculty members are reviewed every other year and Professor level tenured faculty are reviewed every three years, per the University's CBA. For faculty with primary appointments in the MPA program, annual reporting is reviewed by tenured members of our nucleus faculty, a report is written, and provided to the Dean. The Dean makes final recommendations to the Provost on all promotion and tenure decisions.
- 49.
50. 3. Faculty conduct applied research to enhance scholarship and student experiences. Our MPA faculty members are instrumental in enhancing student experiences through their own applied research experiences. As stated previously, we evaluate faculty research through their annual review and part of this review is teaching evaluations of courses taught by our faculty. These evaluative tools allow us to better understand our faculty-student engagement in applied learning, and their reputation and relevancy as subject level experts.
- 51.
52. In short, these provide a few examples by which our program seeks to evaluate its performance to attain our mission and program goals.
- 53.
- 54.

55. Number of Faculty Nucleus

8

In addition to indicating the number of nucleus faculty in question 5, nucleus faculty information should be entered using the "Add/ View a Faculty Member" tab at the top of the page. You only have to enter information for at least 5 nucleus faculty members. **If you have previously entered faculty information in a Self-Study Report or Annual Report within this system, the information will be auto-populated in the tab. Every year you must check to verify the accuracy of the information and edit as necessary.**

56. Please provide the percentage of courses in each category that are taught by full and part-time faculty in the annual report year. Programs with multiple campuses or modalities should also provide supplemental table(s) that break this information down by each campus or modality, using the green +Add new Delivery Modality breakdown button.

	Full Time Faculty	Part Time Faculty
% All courses	95	5
% Courses delivering required competencies	100	0

Faculty Statistics

+ Add new Delivery Modality Breakdown

57. Data Explanations:

The following blank field is offered in case the program would like to provide any narrative context or explanation for any of the faculty data, including course coverage, in this form. If modality information is required, you may also use the box to provide additional breakdowns. (Optional for all programs)

#6 Above: All of our core nucleus full-time faculty teach required courses (online and in person) in our MPA Program. We have 3 adjuncts that teach elective courses for us on a rotation for online and in person classes. This is why we breakout the tables for overall and then online as we reported since 2018-2020. No changes to report.

#9 Below: Once students are "admitted" they determine if they will be fully online or in-person and why we breakout the data as listed below. The first table represents all students and the second table explains which student indicated online/distance.

#12 Below: Job Placement: Each year we send an anonymous survey to recent graduates about a myriad of questions (e.g. job placement, strengths, weaknesses, suggestions). To protect the anonymity of the participants, we examine overarching themes across the data. Job placement is one of these and students know our Department continues to support students without work through our University's Career Services Office or our own Department's Career Page. This report does not breakdown by delivery modality, as a result. Listed in this report, is the data submitted in our annual graduating students survey. We had a total of 47 graduates for 2021-2022 (<https://www.umt.edu/law/mpa/academics/mpa/gradrates.php>)

58. Indicate how the program defines its Academic Year Calendar. For non-US programs (only) selecting 'other', please specify the term in which the majority of students first enroll.

- Summer, Fall, Spring
 Fall, Spring, Summer
 Other (please specify) *(Click symbol to enter data)*

--	--

59. Admissions:

Please fill out this table describing your program’s applicant pool for the annual report year. Combine applicants across the year into one pool. The number of enrolled students should only include those students who were admitted and enrolled within the annual report year. This number should *not* reflect total student enrollment. Programs with multiple campuses or modalities should upload a supplemental table that breaks this information down by campus or modality, using the green +Add new Delivery Modality breakdown button.

Applicants	81
Admitted Students	69
Enrolled Students	40

Admission Statistics

+ Add new Delivery Modality Breakdown

60. What is the total number of students currently enrolled in the program?

95

61. Graduation Rates:

Below, using the ARY-5 cohortⁱ, indicate the cohort’s initial enrollment numbers, how many of those enrolled graduated within 2 years, as well as those students graduating within 3 and 4 years. Note that the numbers in each successive column are cumulative, meaning that the number of students in the column for 4 years should include the numbers of students from the 3 year column, plus those that graduated within 3-4 years. In the final column, sum the total number of students who have graduated (column 4) and those students who are continuing to graduation. For example, if 15 students initially enrolled, 10 graduated in 2 years, 2 graduated in 3 years, 1 graduated in 4 years, and 2 more are still active in the program, you would enter: 15; 10; 12; 13; 15. NOT 15; 10; 2; 1; 2. **Programs with multiple campuses or modalities should also provide supplemental table(s) that break this information down by each campus or modality, using the green +Add new Delivery Modality breakdown button.**

	Initially Enrolled	Graduated within 2 years	Graduated within 3 years	Graduated within 4 years	Total Students Graduated and Persisting to Graduation
Total Number of Students in the ARY-5 Cohort	26	14	21	0	21

Grad Rate Statistics

+ Add new Delivery Modality Breakdown

62. Please define your program design length: (Dropdown: trimester/semesters/quarters/terms/other)
 (Click symbol to enter data)
 (Dropdown: 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10)

63. Report the job placement statistics (number) for the year PRIOR TO the annual program survey year of students who were employed in the “profession” within six months of graduation, by employment sector, using the table below. Programs with multiple campuses or modalities should also provide supplemental table(s) that break this information down by campus or modality, using the green +Add new Delivery Modality breakdown button.

National or central government in the same country as the program	3
State, provincial or regional government in the same country as the program	16
City, County, or other local government in the same country as the program	3
Government not in the same country as the program (all levels) or international quasi-governmental	0
Nonprofit domestic-oriented	10
Nonprofit/NGOs internationally-oriented	0
Private Sector - Research/Consulting	0
Private Sector but not research/consulting	9
Obtaining further education	4
Military Service	0
Unemployed (not seeking employment)	1
Unemployed (seeking employment)	1
Status Unknown	0
Total	

Job Placement Statistics

+ Add new Delivery Modality Breakdown

64. CHEA requires NASPAA to ensure that programmatic outcomes are provided on all public communication materials. Please copy and paste an URL link to where your program website presents employment and completion statistics to show student success.

https://www.umt.edu/law/mpa/academics/mpa/gradrates.php

65. Data Explanations:

The following blank field is offered in case the program would like to provide any narrative context or explanation for any of the student data – enrollment information, graduation and employment rates, - in this form. If modality information is required, you may also use the box to provide additional breakdowns. (Optional for all programs)

#9: Once students are "admitted" they determine if they will be fully online or in-person and why we breakout the data as listed below. The first table represents all students and the second table explains which student indicated online/distance.

#12 Job Placement: Each year we send an anonymous survey to recent graduates about a myriad of questions (e.g. job placement, strengths, weaknesses, suggestions). To protect the anonymity of the participants, we examine overarching themes across the data. Job placement is one of these and students know our Department continues to support students without work through our University's Career Services Office or our own Department's Career Page. This report does not breakdown by delivery modality, as a result. Listed above, is the data submitted in our annual graduating students survey. We had a total of 47 graduates last year.

66. If there have been any significant changes in resource trends and the sufficiency of resources available to the program to pursue its mission, objectives, and continuous improvement. (If there are no changes, the program may leave this field blank.)

As we all realize, the COVID-19 pandemic has had significant impacts on higher education across the nation. As we noted in our SSR, SVT, and prior maintenance reports, our department has had ample support with our placement in the School of Law. As noted in our SSR/SVT, we have the following funding streams:

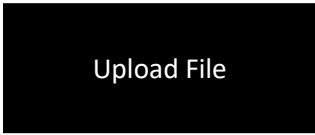
1. Baucus Institute (private dollars/foundation for support; where our program is housed within the school of law) - approximately 65k, annually
2. MPA Program Fee (program fee - \$55 per credit hour on each of our classes) - also a general fund account and for our daily operations which is used for student support, faculty travel, hiring of adjuncts, stipends for faculty (director, internship coordinator) -approximately 60k, annually
3. UM Online fee (online fee for distance only classes - university sends a small percentage back) (receive approximately 10k back each year)
4. General Fund (salaries for faculty)

As stated previously, the university of Montana also has provided support for us to hire two new faculty members

67. If your program is being monitored on a specific Standard, you are required to provide updated information on the issue raised by COPRA in your decision letter each year until which you are notified that COPRA has removed the monitoring. Please refer to your most recent decision letter, available in the Documents tab, to review COPRA's request for ongoing information. Your program is being monitored on the following standards (*Online, the right column will show monitoring status.*)

Standard 1.1	No to all
Standard 1.2	
Standard 1.3	
Standard 2.1	
Standard 2.2	
Standard 3.1	
Standard 3.2	
Standard 3.3	
Standard 4.1	
Standard 4.2	
Standard 4.3	
Standard 4.4	
Standard 5.1	
Standard 5.2	
Standard 5.3	
Standard 5.4	
Standard 6.1	
Standard 7.1	
Monitored under old Standards	

68. Upload any relevant exhibits or explanatory supplements here. You may upload as many supplements as necessary. However, you can only upload one file. You should combine multiple documents into one pdf for upload. (Optional for all programs)



Click the "Upload File" button above or drag and drop a file over the "Upload File" button to upload.

End Accreditation Maintenance Report

Annual Program Survey: All NASPAA Members

Annual Program Survey

Short Form

Undergraduate/Doctoral Offerings

Does your School offer a PhD Program? (Dropdown: Yes / No) (Click symbol to enter data)
Does your School offer an Undergraduate Major? (Dropdown: Yes / No) (Click symbol to enter data)

Membership Level Data

If your school has more than one degree that falls under your NASPAA membership, you should aggregate the data for each degree into one response for these questions. You will only need to complete this section for your first degree program.

69. Last fall semester/quarter, what was the number of each of the following? (use headcount, not FTE. If you have only FTE data, please indicate this in the Comments & Caveats section below.)

- a. Total instructional faculty? 8
b. Total sections offered by your NASPAA degree program(s) 12
c. Percentage of those sections taught by full-time faculty 83

Tuition

For the following questions relating to tuition/fees, the program should provide data for a student enrolled on a FULL TIME basis. Please include all mandatory fees as well as tuition in your calculations. Do not include adjustments for financial aid offered to students. If appropriate, report the following separately (Private Institutions should report their tuition under Level 1):

- Level 1: The highest level of tuition (Typically for Out of State students)
Level 2: For those programs with a second, lower tuition rate (Typically for In State students)

70. What is the total, non-discounted cost (tuition/fees) for a Full-Time Student who enrolled in fall of the survey year to complete the degree program?

Table with 3 columns: Tuition, Fees, Total Cost and 2 sub-columns: Out-of-state, In-state. Values: Tuition (30888, 9432), Fees (2800, 2800), Total Cost (33688, 12232)

Financial Aid

For this survey, financial aid consists of tuition scholarships, assistantships, fellowships, or work-study support from your institution. This includes direct funding from your program or from other sources within the institution. Do not include loans or other assistance that must be repaid.

Indicate the percentage of students enrolled in the program who received financial aid. Enter separate percentages for Full-time, Part-Time, and International Students. Enter a whole number between 0 and 100 for 0% to 100%.

71. % of Full-Time Students receiving financial aid

20

72. % of Part-Time Students receiving financial aid

67

73. % of International Students (Full and Part-Time) receiving financial aid

1

Program Level Data

The following section should be completed for each of your NASPAA membership degrees.

74. Name of the School/ Department where the program resides

Alexander Blewett III School of Law

75. Indicate who the program is primarily designed to serve (select only one):

- a. Full-time students only
- b. Generally full-time with some part-time
- c. Both full-time and part-time students
- d. Generally part-time with some full-time
- e. Part Time Students only
- f. Other (please explain)- Click symbol on right

76. Are evening or weekend classes available?

- We have evening classes but not weekend ones
- We have weekend but not evening classes
- We have both evenings and weekend ones

77. Approximately how many semesters/terms would it take a full-time student to complete the program?

- 2 Semesters
- 3 Semesters
- 4 Semesters
- 4 terms
- 5 Semesters
- 5 terms
- 6 Semesters
- 7 terms
- Not Applicable – Program has no Full Time Students
- Other (please explain- Click symbol on right to enter)

78. In the area below, describe what is distinctive about this degree program that you would like prospective students to know. You may not refer to your programs US News and World Report rankings in this text box. (Limit 60 words)

The University of Montana's Master of Public Administration Program is offered online, in person, or via nonprofit sector professionals. Our program prepares students for careers in public and nonprofit agency degree delivery.

79. Please select the concentrations/specializations your program offers (Check all that apply):

- None
- Budgeting/ Finance
- City/ Local
- Criminal Justice
- Economic Development
- Education
- Emergency
- Environment
- General/ Public Management
- Health
- Homeland/ National Security
- Human Resources
- Information Technology
- International/ Global
- Leadership
- Nonprofit
- Organizational Management
- Public Policy Analysis
- Public Sector
- Social Policy
- State
- Survey Methods
- Urban
- Other (Please specify – Click symbol on right to enter)

80. If your program has a branch or satellite campus located in another state or country, please check off which location(s) your program is available.

Note: When you click on the box a list of locations will appear. Check the location(s) that apply.

81. Admission Requirements (check all that apply):

Bachelors Degree	<input type="checkbox"/> N/A	<input type="checkbox"/> No	<input type="checkbox"/> Optional	<input checked="" type="checkbox"/> Required
Letter of Recommendation	<input type="checkbox"/> N/A	<input type="checkbox"/> No	<input type="checkbox"/> Optional	<input checked="" type="checkbox"/> Required
Resume	<input type="checkbox"/> N/A	<input type="checkbox"/> No	<input type="checkbox"/> Optional	<input checked="" type="checkbox"/> Required
Standardized Tests	<input type="checkbox"/> N/A	<input type="checkbox"/> No	<input type="checkbox"/> Optional	<input checked="" type="checkbox"/> Required
GPA	<input type="checkbox"/> N/A	<input type="checkbox"/> No	<input type="checkbox"/> Optional	<input checked="" type="checkbox"/> Required
Statement of Intent	<input type="checkbox"/> N/A	<input type="checkbox"/> No	<input type="checkbox"/> Optional	<input checked="" type="checkbox"/> Required
Essay/Additional Writing Sample	<input type="checkbox"/> N/A	<input checked="" type="checkbox"/> No	<input type="checkbox"/> Optional	<input type="checkbox"/> Required
Professional Experience	<input type="checkbox"/> N/A	<input checked="" type="checkbox"/> No	<input type="checkbox"/> Optional	<input type="checkbox"/> Required
Interview	<input type="checkbox"/> N/A	<input checked="" type="checkbox"/> No	<input type="checkbox"/> Optional	<input type="checkbox"/> Required
Special Mission Based Criteria	<input type="checkbox"/> N/A	<input checked="" type="checkbox"/> No	<input type="checkbox"/> Optional	<input type="checkbox"/> Required
Other	<input type="checkbox"/> N/A	<input checked="" type="checkbox"/> No	<input type="checkbox"/> Optional	<input type="checkbox"/> Required

82. Please provide a short (300 characters) description of your programs admissions policy. (In this area you may talk about waivers, typical admits, and mission based admissions factors).

Please submit the following documents directly with your application to the our Department:

Official transcript(s) of previous college work;

Three (3) letters of reference. The official evaluation form is available from the Graduate School web site

Official scores for the Graduate Record Exams. The TOEFL, IELTS or MELAB may substitute for the GRE for

Personal statement (500 words) concerning the applicant's objectives to pursue an MPA Resume (student resume in lieu of a GRE)

Applications are received on a rolling basis (Summer, Fall, Spring). Applications are reviewed by the MPA take up to three weeks upon receipt.

Graduate students may take MPA courses prior to their admission to the MPA program by applying for graduate nondegree status may be counted toward the degree with the approval of the MPA program director. You are eligible to apply for department scholarships or teaching assistantships.

Please NOTE: due to covid-19 the university is no longer requiring GRE scores.

The following questions (33 & 34) on enrollment data refer to the *current Fall*. For example, if you are filling out the 2021-2022 Annual Data Report you are reporting enrollment numbers for **Fall 2022**.

83. What is the total number of new students entering the program in the fall (FALL 2022)?

84. Of the total number of students currently enrolled (in question 10 above), what is the percentage of

a. Out-of-state students:

b. International students:

c. Female students:

d. Part-time students:

e. Persons of diversity

(Please do not include international students in this category)

85. How many degrees were awarded by this degree program during data report year?

Long Form

Membership Level Data

If your school has more than one degree that falls under your NASPAA membership, you should aggregate the data for each degree into one response for these questions. You will only need to complete this section for your first degree program.

86. What is the median salary for the following (if you have 3 or fewer total faculty use d. to enter median salary):

a. Professor:

b. Associate Professor:

c. Assistant Professor:

d.

87. Please enter the staff FTE (Full-Time Equivalent) devoted to those functions (even if some staff perform multiple functions). Use 0 [zero] for functions without designated staff.

a. Recruiting:

b. Admissions:

c. Student Advising:

d. Career Services:

e. Alumni:

f. Distance Learning Administrative Support:

88. Health Insurance Fees: Do the mandatory fees included in the calculations of cost in non-discounted cost (tuition/fees) of the degree program, include health insurance?

Yes No

Click symbol on right to enter data

89. Were students accepted into the program offered Graduate/Teaching Assistantships this academic year?

Yes No

Click symbol on right to enter data

90. If your program offers a stipend for your graduate or teaching assistants, what is the average stipend offered?

Below \$5,000 \$5,000-\$10,000 \$10,001-\$15,000 \$15,001-\$20,000 \$20,001 and above

91. Do you offer any tuition waivers or scholarships not tied to Graduate/Teaching Assistantships?

Yes No

Click symbol on right to enter data

92. Does the program:

- include tuition in financial aid
- offer a tuition waiver
- both
- neither

93. If your program offers a tuition waiver, what is the maximum number of years a student can receive a tuition waiver?

_____ 2years

Program Level Data

The following section should be completed for each of your NASPAA membership degrees.

94. Your institution is:

- a NASPAA Member
- an APPAM Member
- A member of both NASPAA and APPAM

95. Indicate the location of the degree program within the University:

- a. In a Stand Alone School
- b. In a Center or Institute
- c. In a Department of Political Science
- d. In a Department other than Political Science
- e. In a Business School
- f. Other (Please explain)-*Click symbol to enter data*

96. Is a Dual-degree option available to students?

Yes No

Click symbol on right to enter data

97. What is the institution's academic calendar?

- Semester
- Quarter
- Other (Please specify) - *Click symbol on right to enter data*

98. Indicate the credit hour allocations for the following (use hours not percentages):

a. Required Courses:	<input type="text" value="18"/>
c. Required Internship:	<input type="text" value="0"/>
b. Elective Courses:	<input type="text" value="18"/>
d. Other:	<input type="text"/>

99. What is the primary language(s) of instruction used for this degree program

- English Only
- English and another language
- English is not a primary language - *Click symbol on right to enter data*

If other, explain

100. Do you accept new students year round or just in the Fall each academic year?

- a. We admit new students once a year, in the Fall only.
- b. We admit new students both in the Fall and Spring semesters.
- c. Other (Please specify) language - *Click symbol on right to enter data*

101. Of the total completed applications received in the academic year for this program, how many were accepted/admitted?

102. Of the total admitted, what is the percent for:

a. Out-of-state residents:

b. International students:

c. Female:

d. Persons of Diversity (*do not provide these data if your University, State, or Country legally precludes you from doing so*)

103. Of this number (total degrees awarded from Short form), how many were joint degrees?

104. What is the data source for your alumni data? (Check all that apply.)

- a. Program Alumni Survey
- b. University Alumni Office
- c. School/Department Alumni Survey
- d. University Development Office
- e. We don't collect alumni data
- f. Other (Please specify)

Click symbol on right to enter data

105. If most of your alumni data were collected from surveys, what was your survey sample collection criteria?

Select from pull down menu:

- At graduation
- 6 months after graduation
- 3 years after graduation
- 5 years or longer after graduation
- None of the above (Please explain)

106. Please use the space below to comment on data provided above:

Save

Cancel

ⁱ ARY-5 cohort is the group of students who entered the program in the academic year that began 5 years before the annual report year. Programs unable to use this cohort as a basis for calculating completion rates should explain their approach for calculating a completion rate in the optional text box.

DEPARTMENT OF **PUBLIC**
ADMINISTRATION & POLICY
UNIVERSITY OF MONTANA

MPA Cultural Assessment Data Report

Data from 2017-2022

Written by:

M. Blake Emidy, PhD
Assistant Professor of Public Administration & Policy

Important Themes: Comparison 2020-21/2021-22 AYs

2020-2021	2021-2022
Racial and ethnic diversity declined this year. Interestingly, the Fall 2020 HRM course had less female than male students, an uncommon occurrence for most MPA courses. The results for Fall 2020 should be analyzed with this occurrence in mind.	Spring 22, in addition to having the most students of any term, also had the largest proportion of non-white students of any term (30%). This likely contributed to comparatively poorer cultural awareness performance ratings in Spring compared to Fall 21, where 89% of students were white. Research on social equity in the US (e.g., Kraus et al., 2019 ; Lowery et al., 2006) suggest that white respondents often overestimate racial equality and equity efforts relative to other racial groups. With this in mind, the MPA program should acknowledge the results from Spring 22 and continue efforts to foster an inclusive, equitable, and safe environment for students.
Students feel slightly less safe voicing their opinion in the HRM class and the MPA relative to previous semesters. Additionally, students in the HRM courses this year experienced less discrimination than the previous year. Students that have witnessed workplace discrimination declined.	Despite the comparatively higher share of non-white students in Spring 22, results on questions around classroom environment in HRM and MPA remained positive and in-line with results from previous years.
Work dominated by masculine culture had similar results as previous years.	Both cohorts mentioned a comparatively higher degree of masculine workplace culture, with 80% of Fall and Spring students agreeing with the statement.
Students in the Spring HRM course noted higher levels of increased cultural awareness in both the HRM courses and the MPA program as a whole.	The mean value for HRM-class cultural awareness dipped slightly in Spring 22 compared to previous years, though the MPA-related measure for cultural awareness remained stable.
Willingness to run for office was high among Fall HRM students but lower than normal for Spring HRM students.	Willingness to run for office was similar to most terms – Fall 2020 remains somewhat of an outlier.

Sample Size: Total N = 62

Fall 17: N = 21 (in person class); pilot year

Fall 18: N = 13 (in person class)

Spring 19: N = 28 (online class)

Fall 19: N= 19 (in person class)

Spring 20: N= 23 (online class)

Fall 20: N=16 (in person class)

Spring 21: N=28 (in person classes)

Fall 21: N=19 (in person class)
 Spring 22: N=44 (online classes)

I. Demographic Information

Gender:

Fall 17: 9 Female, 10 Male, 2 Provided no answer
 Fall 18: 7 Female, 1 Male, 1 Prefer not to answer, 4 Provided no answer
 Spr 19: 20 Female, 8 Male
 Fall 19: 13 Female, 5 Male, 1 Provided no answer
 Spr 20: 18 Female, 5 Male
 Fall 20: 7 Female, 9 Male
 Spring 21: 21 Female, 7 Male
 Fall 21: 9 Female, 10 Male
 Spring 22: 32 Female, 11 Male, 1 No Answer/Non-binary

Age

Age:	Fall 17	Fall 18	Spr 19	Fall 19	Spr 20	Fall 20	Spr 21	Fall 21	Spr 22
21-25	10	3	5	6	1	3	8	2	9
26-33	6	7	8	6	12	10	13	11	16
34-40	3	2	9	3	6	1	1	4	8
40+	1	0	6	3	4	1	6	2	10
Prefer not to answer	1	1	0	0	0	1	0	0	1

Race/Ethnicity

Fall 17: 17 White, 1 Biracial, 1 Pacific Islander, 1 no answer
 Fall 18: 11 White, 1 White/Hispanic, 1 Hispanic
 Spr 19: 28 White
 Fall 19: 17 White, 1 Other, 1 no answer
 Spr 20: 17 White, 1 Black, 4 Native American, 1 Other
 Fall 20: 15 White, 1 Black
 Spr 21: 26 White, 1 Native American, 1 prefer not to answer
 Fall 21: 17 White, 1 Black, 1 Hispanic
 Spr 22: 31 White, 3 Black, 1 Asian, 2 Hispanic, 2 Native American, 1 Pacific Islander, 1 Other, 3 Prefer not to say

Students have taken a cultural awareness survey outside of MPA Program:

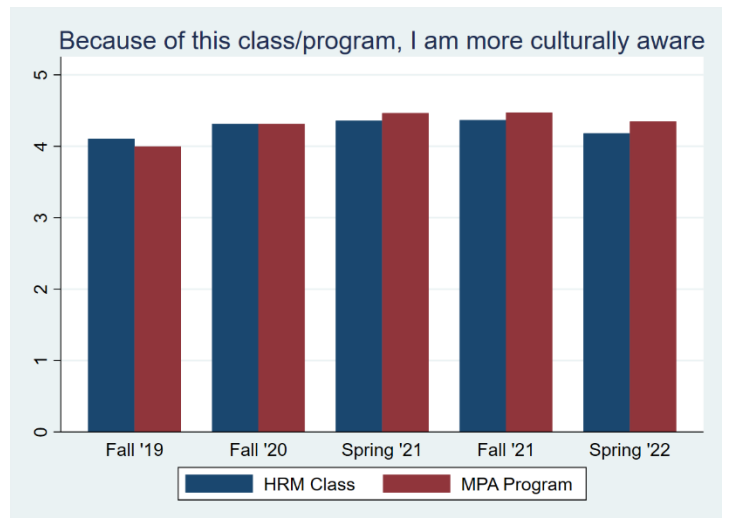
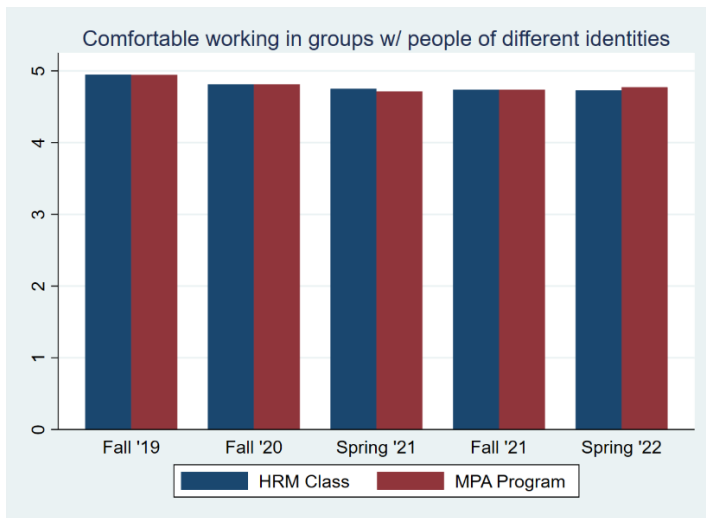
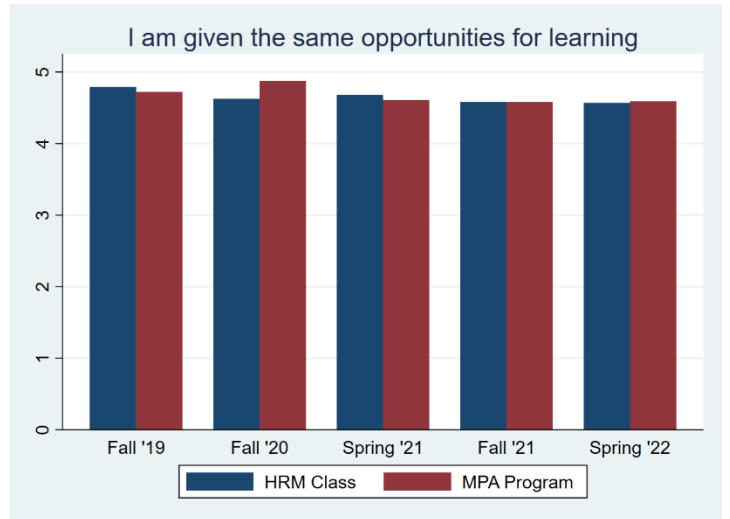
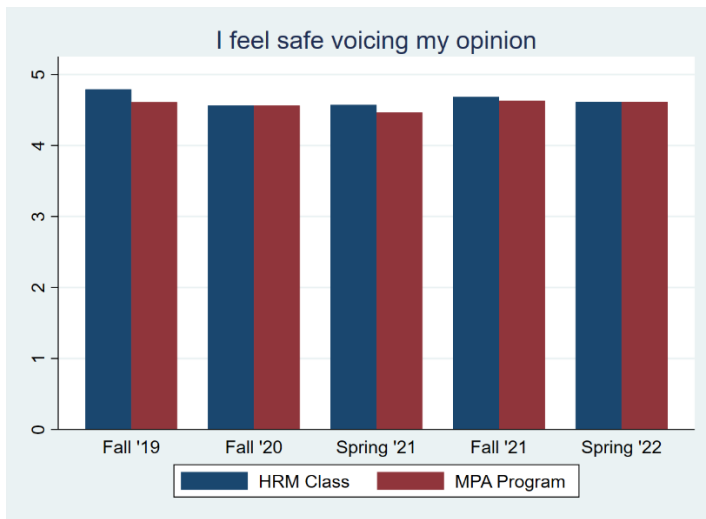
Fall 17: 9 Yes/11 No
 Fall 18: 3 Yes/10 No
 Spr 19: 6 Yes/21 No
 Fall 19: 9 Yes/9 No/ 1 no answer
 Spr 20: 7 Yes/15 No/ 1 no answer
 Fall 20: 8 Yes/ 8 No
 Spr 21: 14 Yes/ 13 No
 Fall 21: 11 Yes/ 8 No
 Spr 22: 30 Yes/ 14 No

II. Comparative Data (HRM Class vs. MPA Program as a Whole)¹

Statement	Spr 19 HRM	Spr 19 MPA	Fall 19 HRM	Fall 19 MPA	Spr 20 HRM	Spr 20 MPA	Fall 20 HRM	Fall 20 MPA	Spr 21 HRM	Spr 21 MPA	Fall 21 HRM	Fall 21 MPA	Spr 21 HRM	Spr 21 MPA

¹ Fall 2017-Fall 2019 Deleted due to layout and brevity

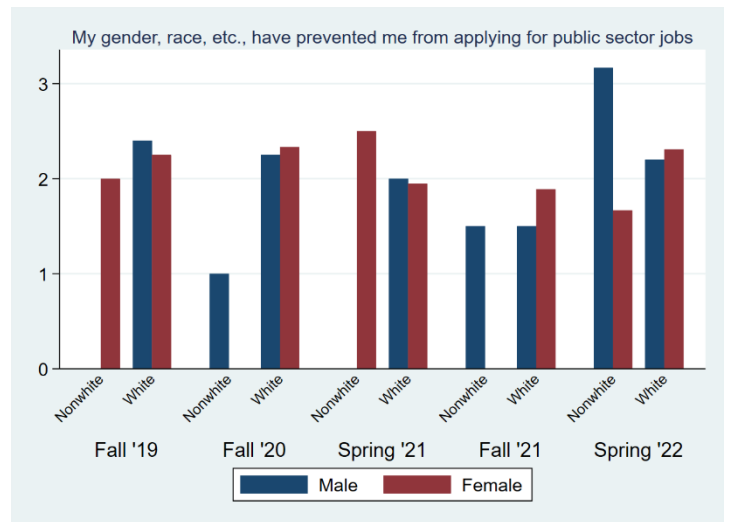
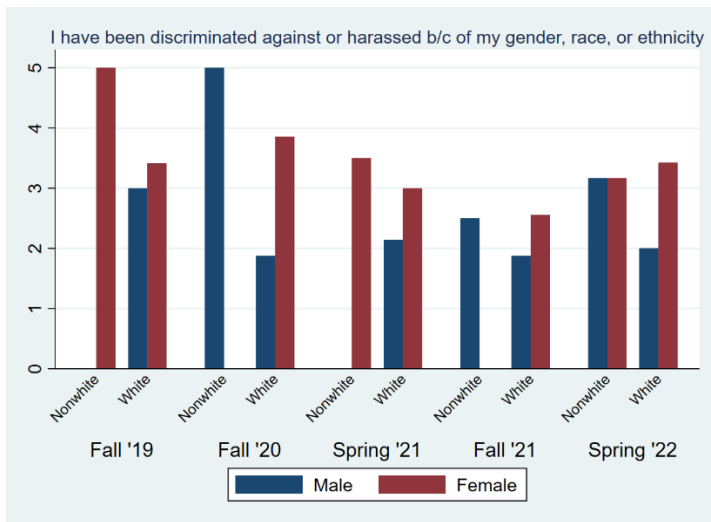
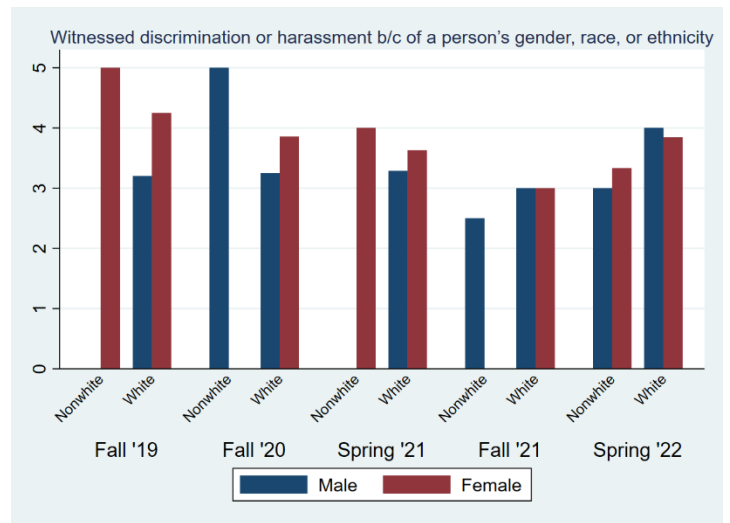
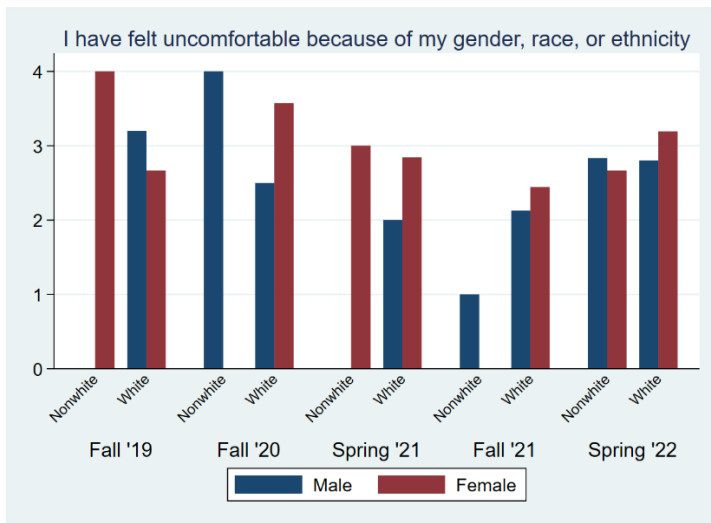
1	I feel safe voicing my opinion regardless of gender, race, or ethnicity	4.82	4.79	4.79	4.61	4.78	4.70	4.56	4.56	4.57	4.46	4.68	4.63	4.61	4.61
2	I feel like I am given the same opportunities for learning as everyone else	4.93	4.71	4.79	4.72	4.83	4.61	4.63	4.88	4.68	4.60	4.58	4.58	4.57	4.59
3	I feel comfortable working in groups with people of different gender, race, or ethnicity	4.93	4.93	4.95	4.94	4.83	4.83	4.81	4.81	4.75	4.71	4.74	4.74	4.73	4.78
4	Because of this class/program, I am more culturally aware	3.96	3.96	4.11	4.00	3.96	4.13	4.06	4.31	4.36	4.46	4.37	4.47	4.18	4.35

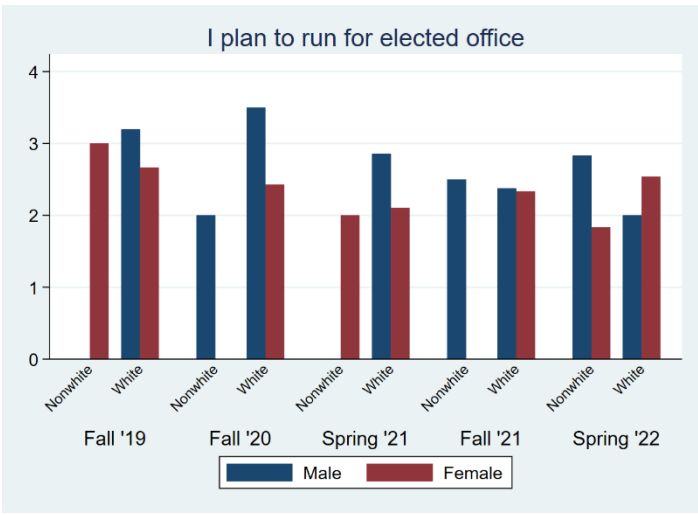
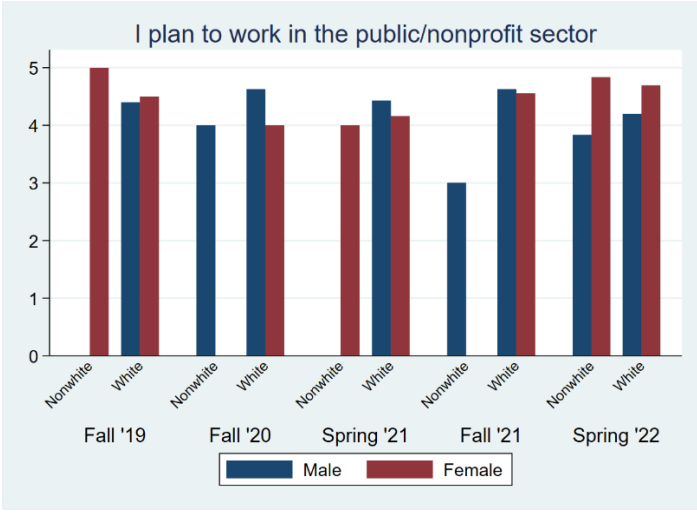
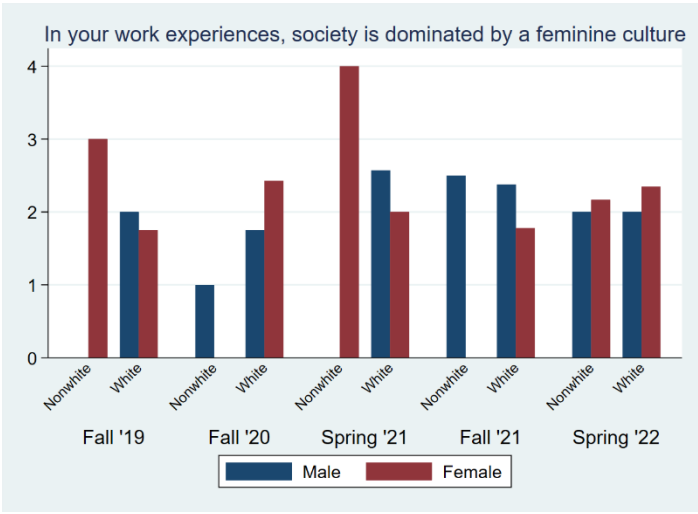
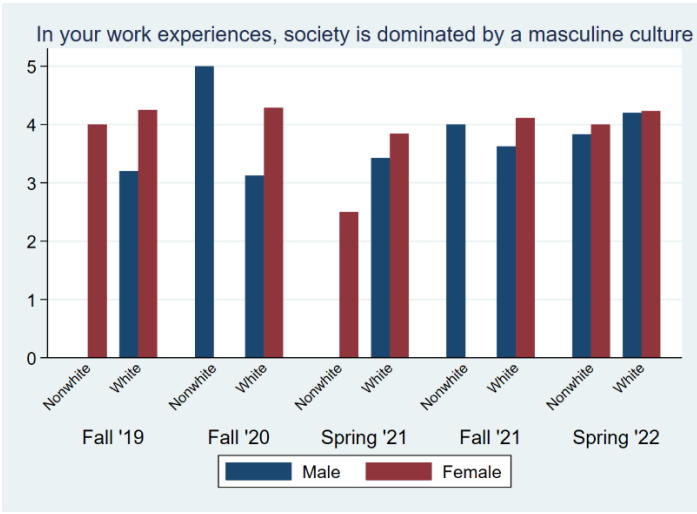


		Semester	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I feel safe voicing my opinion regardless of gender, race, or ethnicity	Fall 17 HRM	71%	29%	0%	0%	0%
		Fall 17 MPA	61%	28%	11%	0%	0%
		Fall 18 HRM	92%	8%	0%	0%	0%
		Fall 18 MPA	92%	8%	0%	0%	0%
		Spr 19 HRM	83%	17%	0%	0%	0%
		Spr 19 MPA	82%	14%	4%	0%	0%
		Fall 19 HRM	79%	21%	0%	0%	0%

		Fall 19 MPA	61%	39%	0%	0%	0%
		Spr 20 HRM	78%	22%	0%	0%	0%
		Spr 20 MPA	74%	22%	4%	0%	0%
		Fall 20 HRM	56%	44%	0%	0%	0%
		Fall 20 MPA	67%	31%	6%	0%	0%
		Spr 21 HRM	64%	29%	7%	0%	0%
		Spr 21 MPA	57%	32%	11%	0%	0%
		Fall 21 HRM	68%	32%	0%	0%	0%
		Fall 21 MPA	68%	26%	5%	0%	0%
		Spr 22 HRM	66%	30%	5%	0%	0%
		Spr 22 MPA	64%	34%	2%	0%	0%
2	I feel like I am given the same opportunities for learning as everyone else	Fall 17 HRM	90%	5%	5%	0%	0%
		Fall 18 MPA	89%	0%	6%	6%	0%
		Fall 18 HRM	85%	15%	0%	0%	0%
		Fall 18 MPA	92%	8%	0%	0%	0%
		Spr 19 HRM	93%	7%	0%	0%	0%
		Spr 19 MPA	82%	14%	4%	0%	0%
		Fall 19 HRM	84%	11%	5%	0%	0%
		Fall 19 MPA	78%	17%	6%	0%	0%
		Spr 20 HRM	83%	17%	0%	0%	0%
		Spr 20 MPA	65%	30%	4%	0%	0%
		Fall 20 HRM	74%	13%	13%	0%	0%
		Fall 20 MPA	87%	13%	0%	0%	0%
		Spr 21 HRM	71%	25%	4%	0%	0%
		Spr 21 MPA	67%	29%	0%	4%	0%
		Fall 21 HRM	68%	26%	0%	5%	0%
		Fall 21 MPA	68%	26%	0%	5%	0%
		Spr 22 HRM	64%	30%	7%	0%	0%
		Spr 22 MPA	68%	28%	0%	5%	0%
3	I feel comfortable working in groups with people of different gender, race, or ethnicity	Fall 17 HRM	90%	10%	0%	0%	0%
		Fall 17 MPA	78%	17%	0%	6%	0%
		Fall 18 HRM	100.0%	0%	0%	0%	0%
		Fall 18 MPA	100.0%	0%	0%	0%	0%
		Spr 19 HRM	93%	7%	0%	0%	0%
		Spr 19 MPA	93%	7%	0%	0%	0%
		Fall 19 HRM	95%	5%	0%	0%	0%
		Fall 19 MPA	95%	5%	0%	0%	0%
		Spr 20 HRM	83%	17%	0%	0%	0%
		Spr 20 MPA	83%	17%	0%	0%	0%
		Fall 20 HRM	81%	19%	0%	0%	0%
		Fall 20 MPA	81%	19%	0%	0%	0%
		Spr 21 HRM	75%	25%	0%	0%	0%
		Spr 21 MPA	71%	29%	0%	0%	0%
		Fall 21 HRM	74%	26%	0%	0%	0%
		Fall 21 MPA	74%	26%	0%	0%	0%
		Spr 22 HRM	75%	23%	2%	0%	0%
		Spr 22 MPA	77%	23%	0%	0%	0%
4	Because of this class/program, I am more culturally aware	Fall 17 HRM	14%	52%	24%	10%	0%
		Fall 17 MPA	11%	39%	44%	6%	0%
		Fall 18 HRM	69%	23%	8%	0%	0%
		Fall 18 MPA	69%	15%	15%	0%	0%
		Spr 19 HRM	32%	39%	21%	7%	0%
		Spr 19 MPA	36%	32%	25%	0%	0%
		Fall 19 HRM	47%	26%	16%	11%	0%
		Fall 19 MPA	44%	22%	22%	11%	0%
		Spr 20 HRM	30%	44%	22%	0%	4%
		Spr 20 MPA	39%	44%	13%	0%	4%
		Fall 20 HRM	44%	38%	6%	6%	6%
		Fall 20 MPA	50%	38%	6%	6%	0%
		Spr 21 HRM	46%	43%	11%	0%	0%
		Spr 21 MPA	50%	46%	4%	0%	0%
		Fall 21 HRM	53%	32%	16%	0%	0%
		Fall 21 MPA	58%	32%	11%	0%	0%
		Spr 22 HRM	39%	45%	11%	5%	0%
		Spr 22 MPA	51%	35%	12%	2%	0%

	Statement	Fall 17	Fall 18	Spr 19	Fall 19	Spr 20	Fall 20	Spr 21	Fall 21	Spr 22
5	I have felt uncomfortable because of my gender, race, or ethnicity	2.62	2.69	2.07	2.78	3.17	3.06	2.64	2.16	3.05
6	I have <u>witnessed</u> discrimination or harassment because of a person's gender, race, or ethnicity	3.90	3.69	3.14	3.84	3.86	3.69	3.61	2.95	3.70
7	I have been discriminated against or harassed because of my gender, race, or ethnicity	2.86	2.77	2.61	3.26	3.26	2.94	2.79	2.26	3.20
8	My gender, race, ethnicity, or other differences have prevented me from applying for public sector jobs	1.67	1.69	1.61	2.21	2.04	2.31	1.97	1.68	2.32
9	In your work experiences, society is dominated by a masculine culture	3.62	3.54	3.89	3.79	3.78	3.75	3.64	3.89	4.16
10	In your work experiences, society is dominated by a feminine culture	1.76	2.15	1.82	1.84	2.26	2.00	2.14	2.11	2.20
11	In the future, I plan to work in public sector/non-profit	4.14	4.92	4.39	4.53	4.26	4.31	4.32	4.42	4.50
12	In the future, I plan to run for elected office	2.76	2.46	2.46	2.84	2.74	2.94	2.29	2.37	2.41





	Percentages	Semester	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	I have felt uncomfortable because of my gender, race, or ethnicity	Fall 17	5%	38%	5%	19%	33%
		Fall 18	15%	23%	15%	8%	39%
		Spr 19	0%	21%	7%	28%	45%
		Fall 19	16%	32%	5%	11%	37%
		Spr 20	9%	53%	9%	13%	17%
		Fall 20	13%	38%	6%	31%	13%
		Spr 21	7%	32%	4%	32%	25%
		Fall 21	0%	21%	11%	32%	37%
		Spr 22	14%	32%	11%	32%	11%
6	I have <u>witnessed</u> discrimination or harassment because of a person's gender, race, or ethnicity	Fall 17	43%	29%	14%	5%	10%
		Fall 18	31%	39%	8%	15%	8%
		Spr 19	18%	43%	4%	7%	29%
		Fall 19	42%	37%	0%	5%	16%
		Spr 20	35%	43%	4%	9%	9%
		Fall 20	19%	50%	13%	13%	13%
		Spr 21	25%	46%	0%	18%	11%
		Fall 21	16%	32%	5%	26%	21%
		Spr 22	30%	39%	14%	9%	9%
7	I have been discriminated against or harassed because of my gender, race, or ethnicity	Fall 17	19%	24%	5%	29%	24%
		Fall 18	15%	23%	15%	15%	31%
		Spr 19	14%	29%	4%	11%	43%
		Fall 19	32%	37%	0%	5%	16%
		Spr 20	17%	44%	4%	17%	17%
		Fall 20	6%	38%	25%	6%	25%
		Spr 21	14%	21%	7%	46%	11%
		Fall 21	0%	32%	0%	32%	37%

		Spr 22	18%	30%	20%	18%	14%
8	My gender, race, ethnicity, or other differences have prevented me from applying for public sector jobs	Fall 17	5%	5%	5%	30%	55%
		Fall 18	0%	8%	15%	15%	62%
		Spr 19	0%	0%	17%	21%	62%
		Fall 19	11%	0%	16%	47%	26%
		Spr 20	0%	4%	26%	39%	30%
		Fall 20	0%	19%	25%	19%	38%
		Spr 21	0%	14%	7%	46%	32%
		Fall 21	0%	5%	0%	53%	42%
		Spr 22	9%	11%	7%	48%	25%
9	In your work experiences, society is dominated by a masculine culture	Fall 17	30%	45%	10%	5%	10%
		Fall 18	8%	54%	23%	15%	0%
		Spr 19	18%	61%	14%	7%	0%
		Fall 19	21%	58%	11%	0%	11%
		Spr 20	22%	44%	26%	9%	0%
		Fall 20	31%	50%	0%	0%	19%
		Spr 21	25%	43%	7%	21%	4%
		Fall 21	21%	58%	11%	11%	0%
		Spr 22	36%	43%	20%	0%	0%
10	In your work experiences, society is dominated by a feminine culture	Fall 17	5%	0%	15%	35%	45%
		Fall 18	0%	0%	39%	39%	23%
		Spr 19	N/A	N/A	N/A	N/A	N/A
		Fall 19	0%	0%	16%	53%	32%
		Spr 20	4%	4%	22%	52%	17%
		Fall 20	0%	6%	13%	56%	25%
		Spr 21	7%	14%	11%	36%	32%
		Fall 21	0%	0%	21%	68%	11%
		Spr 22	5%	9%	9%	57%	20%
11	In the future, I plan to work in public sector/non-profit	Fall 17	57%	10%	29%	0%	5%
		Fall 18	92%	8%	0%	0%	0%
		Spr 19	50%	39%	11%	0%	0%
		Fall 19	53%	47%	0%	0%	0%
		Spr 20	52%	26%	17%	4%	0%
		Fall 20	38%	56%	6%	0%	0%
		Spr 21	46%	39%	7%	4%	4%
		Fall 21	53%	37%	11%	0%	0%
		Spr 22	59%	32%	9%	0%	0%
12	In the future, I plan to run for elected office	Fall 17	14%	14%	29%	19%	24%
		Fall 18	0%	15%	46%	8%	31%
		Spr 19	0%	18%	32%	29%	21%
		Fall 19	5%	26%	32%	21%	16%
		Spr 20	9%	13%	39%	22%	17%
		Fall 20	6%	25%	31%	31%	6%
		Spr 21	4%	14%	25%	21%	36%
		Fall 21	5%	5%	32%	37%	21%
		Spr 22	2%	5%	50%	18%	25%

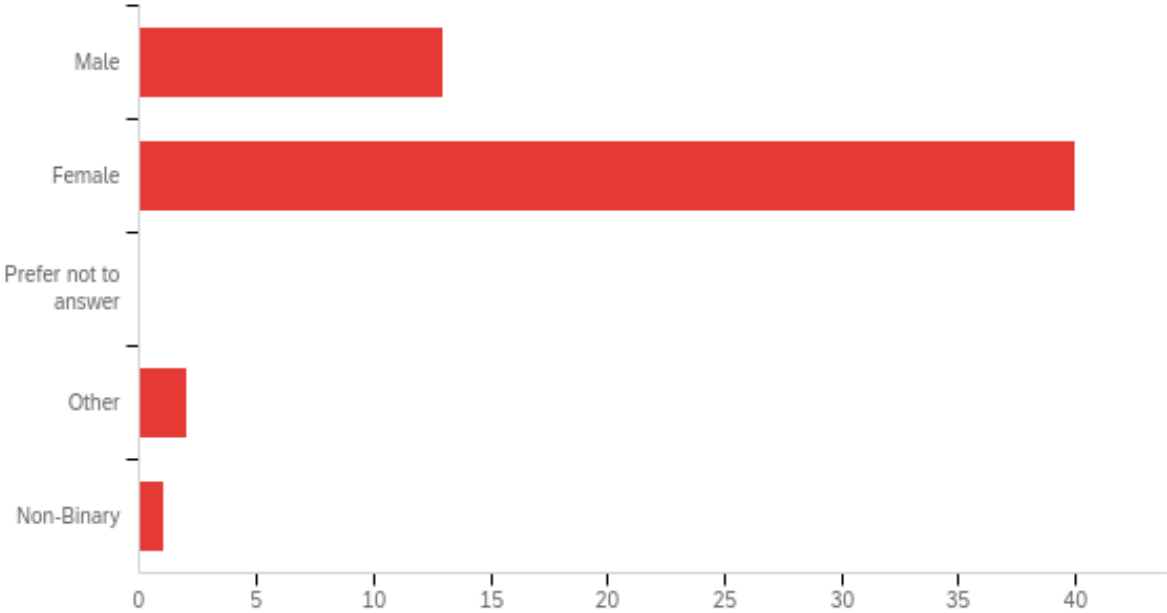
MPA Exit Survey for Graduating Students 2021-2022

- **Takeaways and how to close the loop (continue to think about how we link theory to practice)**
- Continue cultural awareness and support for students
- First time that a student (one) said our program wasn't "good value" – continue to push students on how we give and receive feedback in anonymous forums

Employment status at the time of graduation (select one option from the list below):

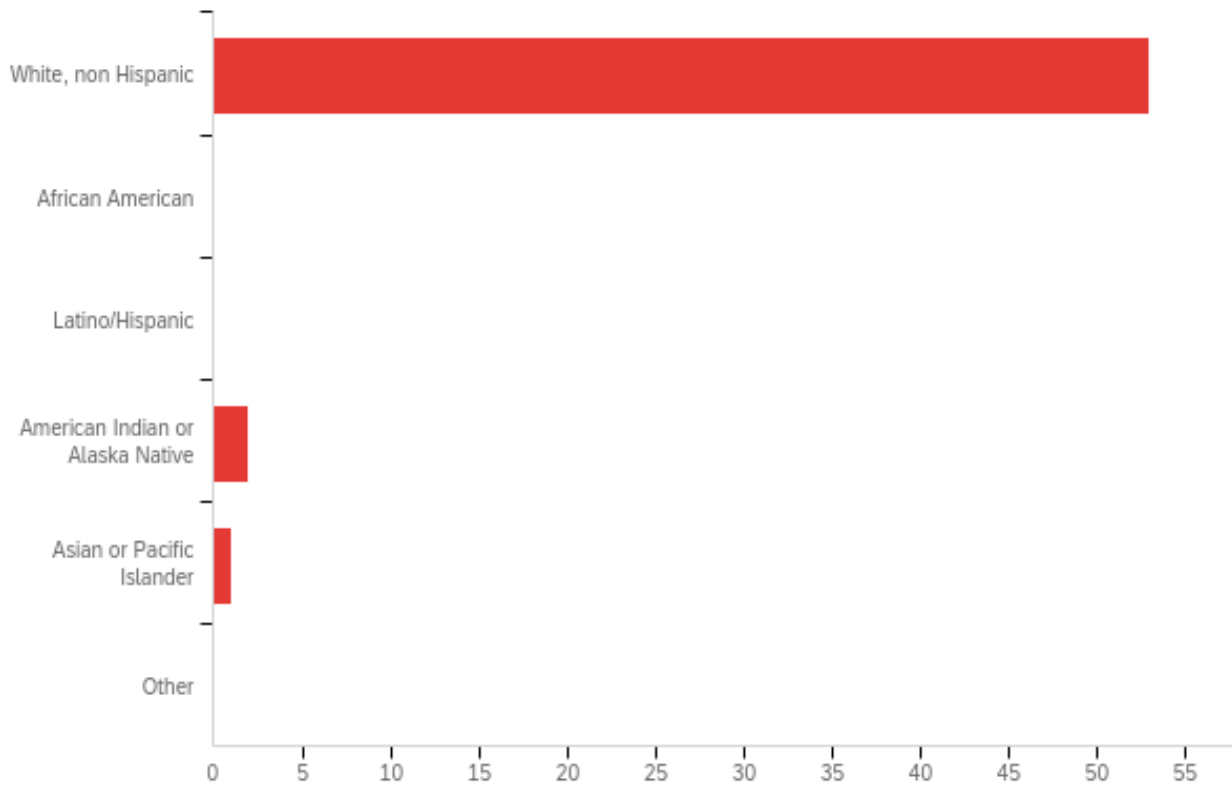
#	Answer	%	Count
1	Employed full-time in the Private Sector	10.71%	6
2	Employed full-time in the Nonprofit Sector	14.29%	8
3	Employed full-time in the public sector (federal government)	1.79%	1
4	Employed part-time in the private sector	5.36%	3
5	Employed part-time in the Nonprofit sector	3.57%	2
6	Employed part-time in the public sector	1.79%	1
7	Employed full-time in public sector (local government)	5.36%	3
8	Employed full-time in the public sector (state government)	28.57%	16
9	Unpaid intern	1.79%	1
10	Looking for work	1.79%	1
12	Military	0.00%	0
13	Self employed	0.00%	0
14	Pursuing further education	12.50%	3
	Total	100%	47

Q7 - I identify as:



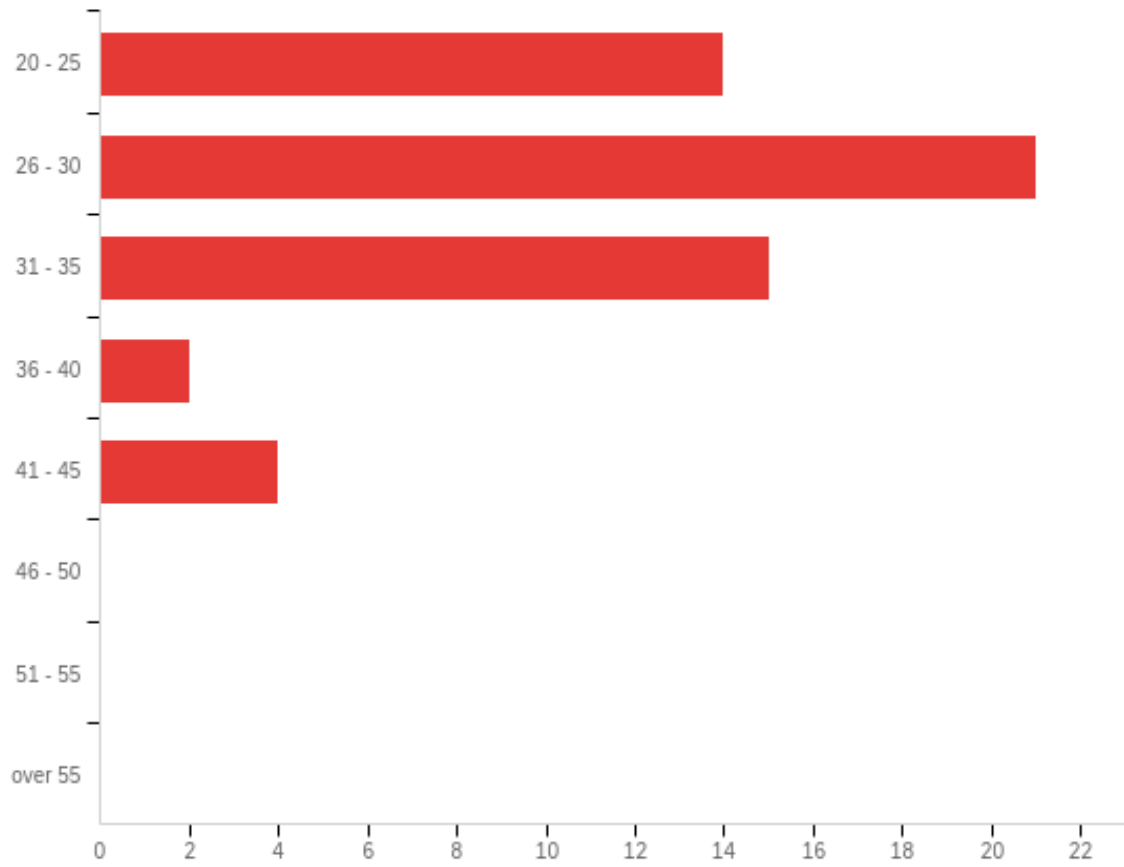
#	Answer	%	Count
1	Male	23.21%	13
2	Female	71.43%	40
3	Prefer not to answer	0.00%	0
4	Other	3.57%	2
5	Non-Binary	1.79%	1
	Total	100%	56

Q8 - What is your race or ethnic background:



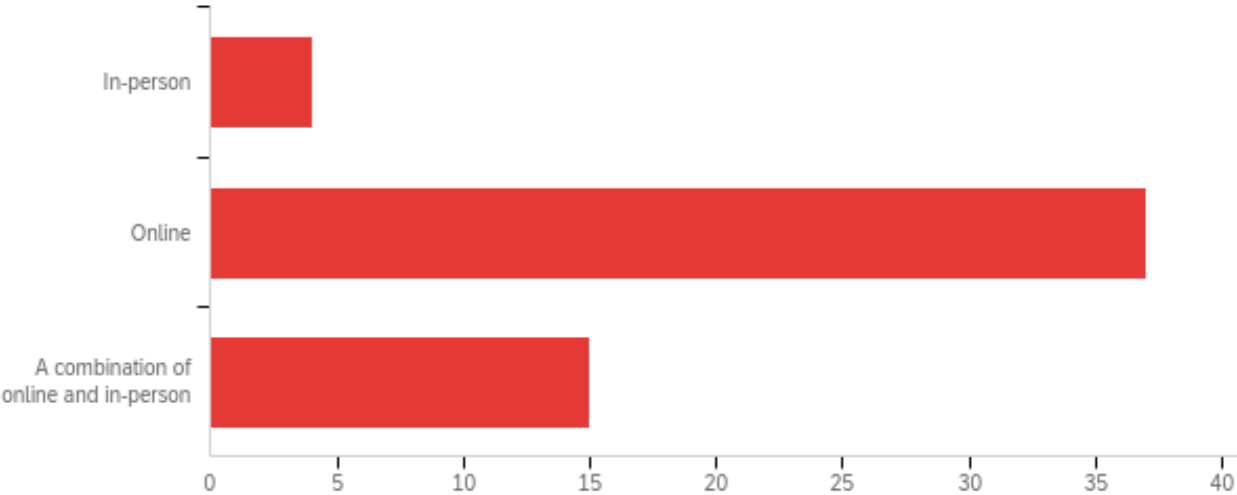
#	Answer	%	Count
1	White, non Hispanic	94.64%	53
2	African American	0.00%	0
3	Latino/Hispanic	0.00%	0
4	American Indian or Alaska Native	3.57%	2
5	Asian or Pacific Islander	1.79%	1
6	Other	0.00%	0
	Total	100%	56

Q9 - I am between the ages of:



#	Answer	%	Count
1	20 - 25	25.00%	14
2	26 - 30	37.50%	21
3	31 - 35	26.79%	15
4	36 - 40	3.57%	2
5	41 - 45	7.14%	4
6	46 - 50	0.00%	0
7	51 - 55	0.00%	0
8	over 55	0.00%	0
	Total	100%	56

Q11 - The majority of the courses I took to complete my MPA were:



#	Answer	%	Count
1	In-person	7.14%	4
2	Online	66.07%	37
3	A combination of online and in-person	26.79%	15
	Total	100%	56

Q21 - In your opinion, what do you look forward to learning more about post-MPA degree?

I look forward to helping cultivate new ways and ideas to help promote and enhance public works.

I have to question what barriers BIPOC or an individual living with a disability have for being in the same spaces I am easily invited to. We must strive for diversity and equity as the norm, or we are in danger of not being innovative and perpetuating disparities.

I am excited to continue to learn as the field grows and stay up to date.

While I have enjoyed the various readings throughout the program, I think it will be nice to be able to slow down a bit, but to read various articles and journals with a public administration lens to better understand those issues and those voices that may or may not be adequately represented. I think better work experiences overall will allow me to utilize the unique skills to better understand and dive into challenges throughout my public sector work experience.

I look forward to learning more about methods in balancing my mental health, work life, spiritual health, and physical health.

How to engage the public in more creative, fun, effective, and innovative ways.

Personnel management

I look forward to continuing to develop my leadership and presentation skills. I am interested in continuing to research, write, and speak (at conferences and workshops) in the future.

Performance Appraisals

I am excited to use the knowledge I have gained to further explore the research available on subjects related to creating efficient, effective, and positive work environments as well as developing flexible, compassionate, and innovative staff.

I look forward to learning more about how I can work within the governmental realm to promote conservation objectives.

More in-depth focus on policy in certain areas. I would have liked policy more explicitly focused on Indian Country in a core course, but understand time limitations.

How to be more hands on and strive towards a better future.

I look forward to diving into workplace culture and DEI.

I plan to pursue an interdisciplinary studies PhD and study history, political science, and sociology, with a focus on inequality and social justice. Public administration in its nature is interdisciplinary, and applies well to my research.

Managing people

When I entered the program, I thought that I would graduate knowing which subsect of public administration I was most interested in. To my discovery, I do not feel drawn to a particular area within PA. It will be interesting to work professionally and see how my perspective on that changes.

I look forward to continuing to work on managing the changing workforce and how to build success around DEI initiatives.

Post-MPA degree I am just really excited to go from theory to practice and see how I can apply what I've learned to whatever field I end up in. I look forward to learning more about how the field I work in operates compared to what I've learned and where there are areas for innovation and creativity.

In my opinion, I look forward to learning more about what I can use my MPA degree to do. I look forward to learning the different positions and career fields I can enter with my newly obtained degree and hope to better my education with a higher-level job position.

I look forward to gaining more experience in HR and recruitment. That was one of my favorite courses and I feel like we just scratched the surface.

More of the inner workings of government; understanding how policies are processed and budgets passed is a privilege; one that I hope to make more accessible. I also LOVED the mentor program. I look forward to continuing to develop my relationship with my mentor. :)

I am curious to learn more about project management.

More in-depth research and policy analysis

I look forward to putting theory to practice and gaining a better understanding of how to contextualize the information learned in the classroom.

I am looking forward to applying what I learned in the public sector to help my community and state.

How to share what I've learned and am learning with those I work with, so we can all be better citizens.

I look forward to learning more about law enforcement, especially their tactics to investigate crime scenes and interactions with the public. In addition, I'm interested in working to reduce discrimination, so I would like to learn more about myself and how discrimination is perpetuated in society.

I am excited to learn more about coalition-building within our state's legislative process. I work for a small agency focused on the humanities, and translating our relevance to build a core group of interested, supportive legislators will be a career-long education.

Practical skills! I feel like there was such a focus on theory in the MPA program and no managerial/administrative skills for the public sector.

I hope to further my knowledge of policy-making, put leadership skills into practice, and perform negotiation between public sector and private sector entities in the future.

I look forward to more rigorously applying the theories of public administration to practice in the workplace. Specifically, I hope to learn more about managing a team of public servants.

I look forward to learning more about the budgeting and finance side of public sector organizations.

Application of the degree in the workforce.

I would like to learn how to utilize software programs like SPSS for research.

Continuing to grow as a leader, develop deeper knowledge in specific areas of interest, writing and analyzing policy, advocacy

I look forward to combining it with my MPH to dive into the ways in which policy creates and maintains barriers to equitable health and how to create a more equitable system.

I look forward to continuing to learn more about how I can create more streamlined services in my career. This has been so enlightening to me on the barriers that we put up that are not necessary. I really want to open up the services I oversee to make them easier to access.

cultural awareness, managing people, budgeting and finance

I look forward to applying the things I learned in this degree to a future management position in government. Through this, I look forward to continued learning in the arenas of cultural awareness, public policy, and management/leadership.

I look forward to learning about all aspects of policy and program evaluation in practice post-MPA.

I would like to learn more about SPSS and policy research.

Q22 - In your opinion, what could help to strengthen the University of Montana's MPA Program (please select all that apply)?

#	Answer	%	Count
1	Alumni networking	20.83%	30
2	More program-sponsored events	9.03%	13
3	Specialized course of study	15.97%	23
4	More evening class electives	3.47%	5
6	Course offerings compatible with my work schedule	4.86%	7
7	More opportunities to apply theory to practice	16.67%	24
8	More online classes	4.17%	6
9	More in-person classes	4.17%	6
10	Other	6.94%	10
11	More online classes options with other departments	13.89%	20
	Total	100%	144

Other

Other - Text

Comprehensive research and writing feedback, comprehensive public speaking opportunities and feedback (more than a 5-10 minute final presentation at the end of a semester.)

More video discussion posts in online classes

Nothing. I think the program is fantastic.

More opportunities to speak/present; next level of nonprofit coursework that allows for deeper dives for higher level professionals

PhD program...

Job Fair, and other Job Placement activities

Overall, courses tended to be highly theoretical and sometimes lacked direct applicability to the workplace. While crucial to public service, focus on cultural sensitivity was often ambiguous. Applying this lens more directly to issues (like gerrymandering, marijuana legalization, workplace violence, etc.) is helpful in strengthening connections and relevance.

more oral presentations

I think the MPA program has strength in each of these areas already.

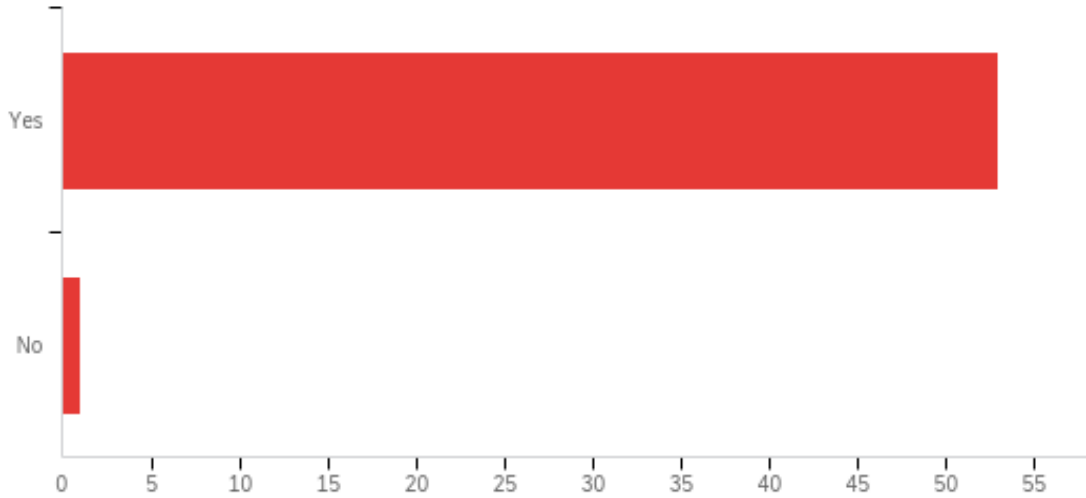
Guided presentation skills development

Q13 - On the following scale please provide your opinion of the following:

#	Question	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total
1	The UM MPA Program assisted me in developing my writing skills.	0.00%	0	3.70%	2	9.26%	5	50.00%	27	37.04%	20	54
2	The UM MPA program assisted me in developing my research skills.	0.00%	0	1.85%	1	11.11%	6	42.59%	23	44.44%	24	54
3	The UM MPA program assisted me in developing my oral communication skills.	1.85%	1	7.41%	4	12.96%	7	48.15%	26	29.63%	16	54
4	The UM MPA program assisted me in developing my analytical and critical thinking skills.	0.00%	0	1.85%	1	5.56%	3	31.48%	17	61.11%	33	54
5	My UM MPA education has provided me with theoretical knowledge that will further my professional career.	0.00%	0	1.85%	1	3.70%	2	38.89%	21	55.56%	30	54
6	My UM MPA education has provided me with practical skills that will further my career goals.	1.85%	1	5.56%	3	3.70%	2	29.63%	16	59.26%	32	54
7	My MPA degree has made me more proficient in communicating with a diverse and changing workforce	0.00%	0	1.85%	1	7.41%	4	35.19%	19	55.56%	30	54
8	My MPA degree has made me feel more comfortable leading and managing in the public sector	0.00%	0	3.70%	2	5.56%	3	42.59%	23	48.15%	26	54
9	My MPA degree has enhanced my ability to participate in public policy processes	0.00%	0	1.85%	1	9.26%	5	42.59%	23	46.30%	25	54
10	My MPA degree has enhanced my ability to think critically and	0.00%	0	3.70%	2	3.70%	2	38.89%	21	53.70%	29	54

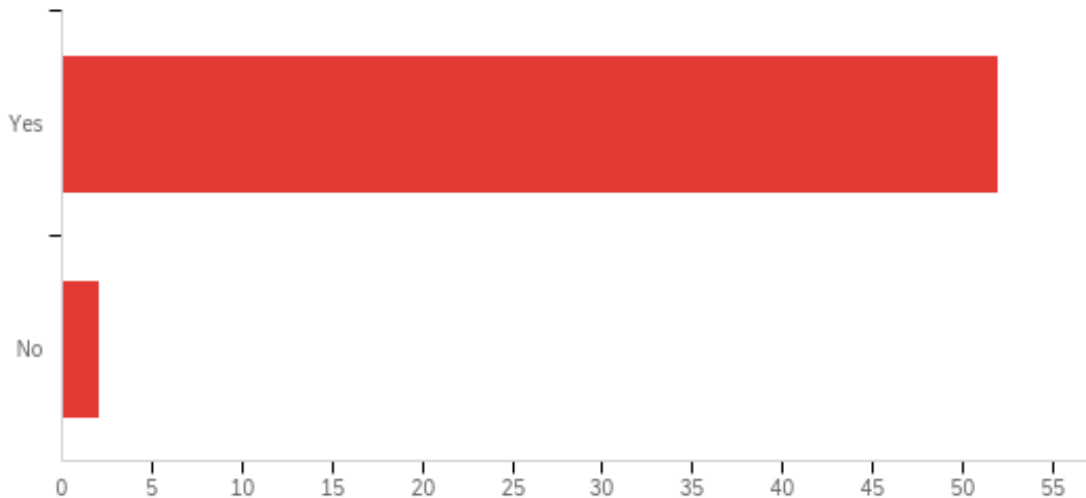
	construct solutions for public problems											
11	My MPA degree has increased my understanding surrounding cultural awareness	0.00%	0	0.00%	0	11.11%	6	31.48%	17	57.41%	31	54

Q15 - I gave an oral presentation in an MPA course.



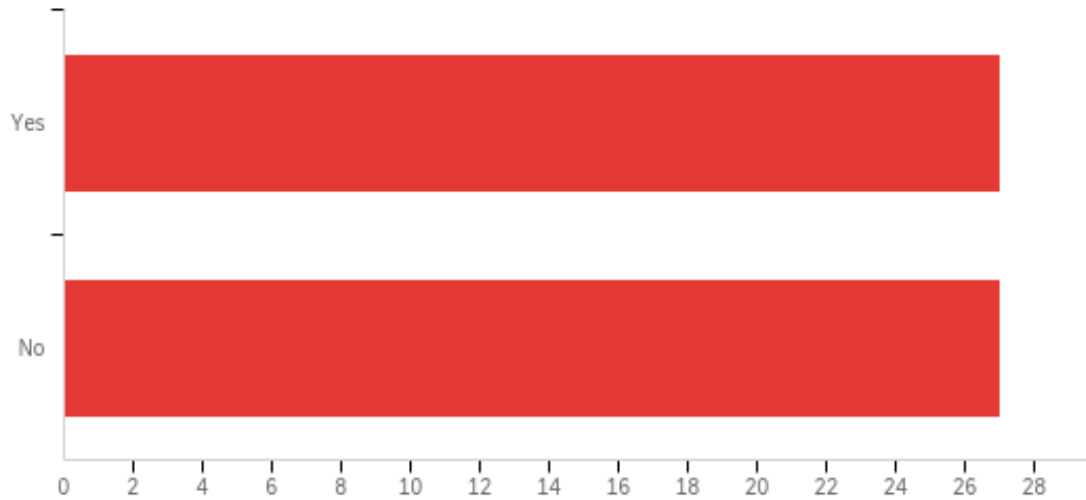
#	Answer	%	Count
1	Yes	98.15%	53
2	No	1.85%	1
	Total	100%	54

Q16 - I participated in a group project as part of an MPA course.



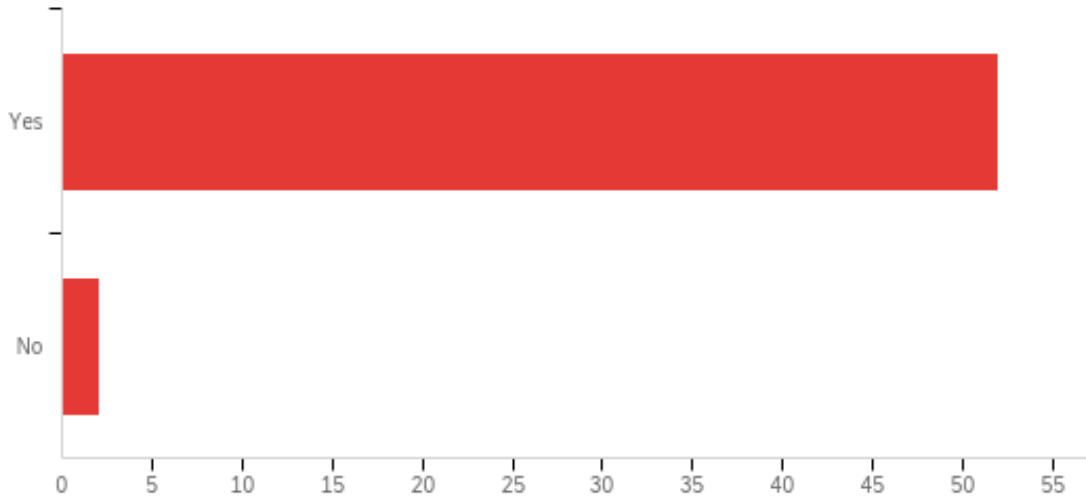
#	Answer	%	Count
1	Yes	96.30%	52
2	No	3.70%	2
	Total	100%	54

Q17 - I completed an internship while I was an MPA student.



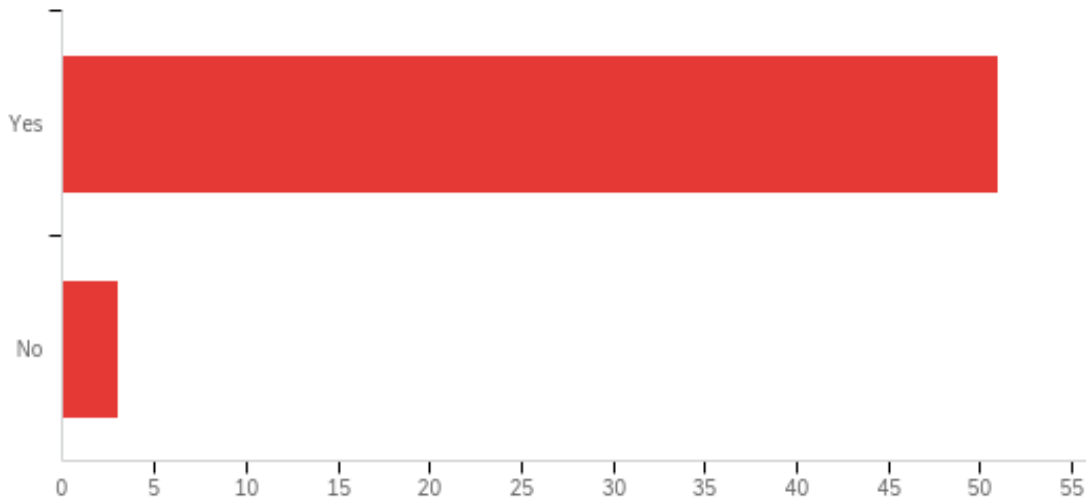
#	Answer	%	Count
1	Yes	50.00%	27
2	No	50.00%	27
	Total	100%	54

Q18 - I feel that a University of Montana MPA degree is a good value.



#	Answer	%	Count
1	Yes	96.30%	52
2	No	3.70%	2
	Total	100%	54

Q19 - While completing my MPA degree I took more than two online courses.



#	Answer	%	Count
1	Yes	94.44%	51

2	No	5.56%	3
	Total	100%	54

Q20 - In your opinion, what skills did you learn in the MPA Program that you will apply in your future or current career?

In your opinion, what skills did you learn in the MPA Program that you will apply in your future or current career?

Learning cultural awareness and how to work with and manage people from all different backgrounds is something I will take away from this program.

Several courses already changed the way I do my job for the better and has progressed my thinking while pursuing the Nonprofit Master of Public Administration degree. I was able to connect with other peers in the field and have added materials to my nonprofit 'library' for reference in the future—including some I have already come back to within my professional role. Overall, I would say my critical thinking has sharpened along with my ability to articulate and apply a public service perspective.

The ability to critically analyze in any situation is my biggest takeaway from the program. I also think that using the core pillars a framework will greatly influence my work.

One of the biggest skills that I have found the MPA program to improve through my experience has been communications as well as an awareness of the cultural and societal impacts that I experience both personally and professionally. Prior to my experiences in the MPA program I was largely focused on the technical challenges within my field. In learning more throughout the program, I have found that my challenges come largely from other aspects that I now have the understanding to learn and engage further in.

The understanding of how power and structure influences how we move in government.

Knowledge about legal and policy issues, virtual communication skills and strategies, research, writing, speaking, listening, working with various learners toward a shared objective.

Through the MPA program, I continued to grow my skills of working as a team player and appreciated the diversity of writing styles and outcomes that were required throughout the coursework.

Countless - ethics, DEI, budgeting, public participation, management, leadership, strategy, innovation.....

I created a portfolio of products that are directly related to my work. I also developed critical thinking skills, leadership and communication skills that allow me to be a better nonprofit leader, mentor and coach. The focus on cultural awareness and the impact power and privilege have on the nonprofit field have made me more aware and a better advocate for change in nonprofit and public work.

Communication

I learned, developed, and practiced innumerable skills in the MPA program and all of them have helped with my current work and will apply to my future career. Among these skills are how to facilitate collaboration across organizations, agencies, and sectors; how to identify what perspectives are missing from an analysis, question the cause of their absence, and initiate inclusion; and how to gather, revise, and deliver complex information in an engaging way to those unfamiliar with a field of work or policy.

Better understanding of the policy process and the cooperation between various levels of government.

Being able to analyze policy from a legal standpoint. Understanding the role of public administrators within the governmental complex and the separation of powers.

Legislative analysis, policy perspective, applying theories to evaluate policy choices and practices.

The refocusing of the lens through which I view public policy issues was invaluable, and the real world experiences that the professors were able to relate helped tremendously.

This program made me a more critical thinker and better writer and researcher.

I learned more about how to conduct professional research, as well as communicating through writing and speaking better.

Management, program planning, grant writing, research, budgeting, HR knowledge, organizational theory knowledge, data visualization.

There are many skills that I gained throughout the course of the MPA program, so this question is a challenging one to answer in one small box. To make it concise, I believe the most valuable skills that I have gained relate to understanding how to apply theory to practice in PA with thoughtful consideration of the pillars of public administration: efficiency, effectiveness, equity, responsiveness, and accountability. Doing so, will make me an ethical public administrator who does her best to fulfill the role of serving the public with continual consideration of who is being underserved or underrepresented.

I learned various skills, including public speaking, negotiating, critical thinking, research and technical analysis, and time management.

Leadership skills, research skills, problem solving/ critical thinking skills, and communication skills

I learned many skills during my time in the MPA program but the ones that stand out to me are how to communicate with the public and how to incorporate cultural awareness into my work. Throughout the courses, I've noticed my writing has really strengthened in my ability to communicate a technical subject with clarity. From writing grant proposals to strategic plans to case studies to research papers, I've gotten exposed to many styles of writing, and I've grown in this aspect. Another skill that I find being very useful in different careers is to look at a problem through an equity lens to determine who is included and who is left out. DEI is so important in the public sector, and I think the MPA programs focus on cultural awareness sets up students to critically think through problems while always considering who is missing from the conversation.

Starting the University of Montana's MPA program in 2020, I did not expect to gain the breadth of knowledge and skillsets I have obtained over the past two years. I have learned an extensive amount of material ranging from strategic planning and implementation, financial management, policy analysis, human resources management, and more. I have developed excellent oral and written communication skills from working on assignments and semester projects assigned throughout my time in the program.

I think the MPA really helped with my ability to identify what the audience is for different information and how to concisely and simply communicate information.

Understandings of bureaucracy, incrementalism, development of surveys, using CRT in policy.

The MPA is what I would call the "people side of business". This program has made me take myself and my opinion and step back to view issues from multiple perspectives. During the past few years, I have become a more critical thinker while becoming more empathic toward perspectives I previously didn't not understand. I look forward to being this deeper level of understanding and curiosity of differing perspectives into my future career.

Concise policy paper; alternative format policy papers; short attention span of audience for presentations

From teamwork to time management, the plethora of skills I learned helped me get where I am today (transitioned from the public sector to the private sector working on federal policy issues).

The MPA program enhanced my writing and public speaking. It also helped me learn how to work in groups, especially with others who do not have the same working style as me. This will be handy in the workforce since I will be working with a lot of different personalities.

Analytically thinking through research findings or data presented to me. Effectively presenting data and information, while incorporating multiple perspectives to make the most well-informed decisions possible.

How to build an institution that is creditable and able to sustain power to accomplish its purpose. I will apply what I learned in the MPA program by being mindful of human relations, the importance of diversity in the workforce, and how to write a policy paper that can shift the arc of an institution.

I am very grateful for the "MPA" letters behind my name that will be a helpful credential pursuing a career in policy.

I find the policy research and analysis techniques I learned most applicable in my career in state government. Even though I don't intend to be heavily involved in policy analysis moving forward in my career, those techniques have helped me gather information and identify stakeholders who need to be informed and involved in my decision-making.

I learned most of my skills in HR and Budgeting theories. I felt that those classes were the most practical for my career in the public sector.

Coming from a natural resources background, the MPA program gave me crucial knowledge of public policy, legislation, research methods, budgeting, and of non-profit management.

The MPA Program helped me to hone skills gleaned from my work and undergraduate experience. My most applicable classroom experiences came from courses outside of the MPA core (State & Local Government) as well as electives in the Law school (notably Legislation and Public Land & Resources Law). These courses in particular offered the opportunity to dive into specific policy areas relevant to my career.

I learned a lot of necessary skills relating to diversity, equity, and inclusion. That is an area where I had no real prior educational background. I also enjoyed learning about the organizational structure of public organizations and how to manage people within them.

Budgeting and policy analysis are the two skills that I believe I will implement most in my job.

The skills I have found most compelling would be how to utilize government websites like the Federal Register to have an understanding of how policies are formulated and administered at a federal level. This is important as federal legislation impacts all manners of local and state policy.

The learned skill from the MPA Program that I will apply to my future or current career is the variety of writing forms we practiced (research papers, memo's, outlines, etc.) AND having a practice forum to learn where they are most applicable.

Research and critical thinking, strong written communication skills, leadership based in sound theory, a commitment to and understanding of DEI in the workplace

How to navigate input from a variety of stakeholders and how to make sure that public policy is actively listening to the individuals which it is impacting.

I learned to think about things in how they fit into a system not just the face value of a program or policy. The courses really helped me to step back and think about what a policy or program is really trying to achieve and what tools are available to make it happen. The program has also instilled a new respect for how important it is to ensure that the public we are serving is actually served by our actions. That can only be done by making sure that many voices are heard and have a place at the table.

communications, leadership, policy analysis, budgeting and finance, cultural awareness, strategic planning, applied research

I have worked full time in the public sector while pursuing this degree part time for the entire duration of the program. The UM MPA program worked in tandem with my career to better me as a public servant. It was uncanny, the amount of times our current coursework aligned with challenges and topics I face at work. I gained a lot of knowledge in generally how government works, the atmosphere that public servants work in and how to navigate it, critical thinking, and a broadened perspective about the core tenants of being a public employee.

My writing and public speaking skills have been greatly enhanced through the MPA Program. These skills will be beneficial as I continue my professional career. Additionally, my policy analysis and implementation skills will help me further my career in higher education administration.

Research skills regarding the use of research software and federal policy.

Leadership, culturally proficient communication, equity awareness, strategic thinking