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UNF MPA program assessment includes a number of elements:

1. An alumni survey (page 2)
2. Student and alumni skills self-assessment (page 3)
3. Student skills direct assessments (page 6)
4. Program diversity (page 10)
5. Student completion and employment outcomes (page 11)

The University of North Florida Master of Public Administration program graduated its first student in 1978. Over forty years later the number of alumni has reached over 750. The program was first accredited in 1999 by what was then the [National Association of Schools of Public Administration](#)



**Table 3**  
**Overall alumni program assessment**

	Percent poor/ fair	Percent Good/ very good	Percent excellent	Mean score (0-5 scale)
1978-2010	1.7	69.0	29.3	4.03
2011-2018	0.0	48.6	51.4	4.43
1978-2010	3.5	77.2	19.3	3.74
2011-2018	5.6	52.8	41.7	4.15
1978-2010	12.3	70.2	17.5	3.56
2011-2018	0.0	57.0	43.1	4.25
Program management 78-2010	18.9	55.1	25.9	3.69
Program management 2011- 18	0.0	27.0	73.0	4.68

The results are clearly positive, with 90%+ assessing faculty teaching, research and public service, as well as program management, as good, very good or excellent throughout its 40 year history. Post 2010 program assessments have improved on previous efforts, with 100% of respondents rating the faculty good, very good or excellent in terms of teaching and public service, as well as program management.

Capstone students have been surveyed regarding perceptions of their professional development every year since 2011<sup>2</sup>. Skills assessed competencies.

The questions were coded as follows:

- 0 Unchanged
- 1 Unchanged, as prior experience left little room to improve
- 2 Improved
- 3 Improved significantly

Results are presented in Table 4 (Table 4a on the next page, then continued on 4b and 4c on the page after that). A large portion of students report improvement, or significant improvement in skill levels. Table 5 presents alumni self-assessments of improvements in skill levels.

<sup>2</sup> 2021 Capstone exist surveys were not submitted, due to pandemic complications.

**Table 4a**  
**Student skill self-assessment: post-test (Capstone PAD6066)**

	Class	Skills were Unchanged	Skills were Unchanged (prior exp.)	Skills were Improved	Skills were Improved significantly	Mean score
Communication: writing	2015-17	0.0	0.0	46.3	53.7	2.54
Communication: writing		0.0	0.0	57.1	42.9	2.43
Communication: writing		0.0	5.6	55.6	38.9	2.33
Communication: writing		0.0	0.0	35.7	64.3	2.64
Communication: speaking	2015-17	12.2	7.3	56.1	24.4	1.93
Communication: speaking		0.0	7.1	71.4	21.4	2.14
Communication: speaking		5.6	5.6	72.2	16.7	2.00
Communication: speaking		0.0	0.0	50.0	50.0	2.50
Communication: listening	2015-17	4.9	4.9	68.3	22.0	2.07
			7.1	64.3	28.6	2.21
			5.6	61.1	33.3	2.28
Communication: listening		0.0	0.0	42.9	57.1	2.57
Local governance	2015-17	2.4	2.4	34.1	61.0	2.54
Local governance		0.0	0.0	20.0	80.0	2.80
Local governance		5.6	0.0	50.0	44.4	2.33
Local governance		0.0	0.0	42.9	57.1	2.57
Problem solving	2015-17	2.4	0.0	56.1	41.5	2.37
Problem solving		0.0	0.0	50.0	50.0	2.50

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**Table 4b**  
**Student skill self-assessment: post-test (Capstone PAD6066)**

	Class	Skills were Unchanged	Skills were Unchanged (prior exp.)	Skills were Improved	Skills were Improved significantly	Mean score
Quantitative skills	2015-17	12.2	2.4	61.0	24.4	1.98
Quantitative skills		0.0	0.0	85.7	14.3	2.14
Quantitative skills		5.6	5.6	61.1	27.8	2.11
Quantitative skills		7.9	0.0	50.0	42.9	2.29
Diverse workforce	2015-17	0.0	2.5	60.0	37.5	2.35
Diverse workforce		0.0	7.1	57.1	35.7	2.29
Diverse workforce		0.0	0.0	55.6	44.4	2.44
Diverse workforce		7.1	0.0	42.9	50.0	2.36
Public policy	2015-17	7.3	2.4	41.5	48.8	2.32
Public policy		0.0	0.0	35.7	64.3	2.64
Public policy		0.0	0.0	44.4	55.6	2.56
Public policy		0.0	0.0	35.7	64.3	2.64
Globalization	2015-17	4.9	2.4	39.0	53.7	2.42
Globalization		0.0	7.1	35.7	57.1	2.50
Globalization		0.0	0.0	55.6	44.4	2.44
Globalization		0.0	0.0	28.6	71.4	2.71
Role of public service	2015-17	2.4	0.0	46.3	51.2	2.46
Role of public service		0.0	0.0	35.7	64.3	2.64
Role of public service		0.0	0.0	44.4	55.6	2.56
Role of public service		0.0	0.0	14.3	85.7	2.86
Concentration expertise	2015-17	2.4	0.0	31.7	65.9	2.61
Concentration expertise		0.0	0.0	30.0	70.0	2.70
Concentration expertise		0.0	0.0	38.9	61.1	2.61
Concentration expertise		0.0	0.0	35.7	64.3	2.64

**Table 4c**  
**Program culture**

Very poor      poor      good      Very good

**Table 5**  
**Alumni skill self-assessment: Whole sample**

	Alumni skills were Unchanged	Alumni skills were Unchanged (prior exp.)	Alumni skills were Improved	Alumni skills were Improved significantly	Mean score* 1978- 2010	Mean score* 2011- 2018
Communication:						
Communication: writing	2.2	2.3	55.3	40.2	2.16	2.51
Communication: speaking	6.9	6.8	59.5	26.7	2.05	2.19
Communication: listening	4.5	7.6	56.8	31.1	2.16	2.22
Local governance	0.7	0.8	38.6	59.8	2.50	2.65
Critical thinking/ analysis	1.5	0.8	53.8	43.9	2.38	2.45
Professional ethics	7.6	5.3	49.2	37.9	2.21	2.28
Management theory	1.5	0.8	43.2	54.5	2.47	2.57
Economic constraints	2.4	4.5	45.8	47.3	2.33	2.47
Quantitative skills	3.0	0.8	50.8	45.5	2.38	2.45
Diverse workforce	7.6	7.6	53.0	31.8	2.10	2.22
Public policy	1.5	0.8	51.5	46.2	2.45	2.43
Globalization	3.9	0.8	31.3	64.1	2.38	2.74

**Table 6a**  
**Quantitative analysis exercise, by Capstone learning outcomes**  
 (% , and on 0-3 scale for mean score)

		Insufficient major	Insufficient minor	Prof. Adequate	Prof. Mastery	Mean Score
Statistical interpretation:	-17	11.5	38.5	26.9	23.1	1.62
Statistical interpretation:		11.8	52.9	29.4	5.9	1.29
Statistical interpretation:		6.7	60.0	20.0	13.3	1.40
Statistical interpretation:		18.9	31.3	43.4	6.3	1.38
Critical analysis:	-17	15.4	36.5	25.0	23.1	1.56
Critical analysis:		11.8	64.7	11.8	11.8	1.24
Critical analysis:		6.7	53.3	20.0	20.0	1.53
Critical analysis:		18.9	25.0	50.0	6.3	1.56
Table presentation:	-17	1.9	5.8	32.7	59.6	2.50
Table presentation:		5.9	17.6	47.1	29.4	2.00
Table presentation:		0	13.3	53.3	33.3	2.20
Table presentation:		6.7	6.7	43.4	43.4	2.00

**Table 6b**  
**Frequency distribution, average score**

	0	0.5	0.75	1.25	1.5	2.25	2.5	3.0	
Combined:									
Table presentation: Spg 15-17	13.4		15.3		48.2		23.0		1.89
Table presentation:	17.6		52.9		17.6		11.8		1.53
Table presentation:	6.7		53.3		20.0		20.0		1.71
Table presentation:	6.3		25.0		50.0		18.9		1.65

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**Table 8****Public Management essay, by learning outcomes (%)**

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	Class	Insufficient major	Insufficient minor	Prof. Adequate	Prof. Mastery	Mean Score
Discipline knowledge (%)	Intro-AY 2018-20	11	32	9	49	1.96



**Table 9**  
**Concentration assessment exercise, by Spring 2013-19 Capstone competency**  
**(with Capstone 2021 in parenthesis)**

	Insufficient major	Insufficient minor	Prof. Adequate	Prof. Mastery	Mean
<b><u>Nonprofit</u> (n = 60)</b>					
Critical policy thinking (#)	1	4	5	50	2.73
(%)	1.7	6.7	8.3	83.3	(3.00)
Management literature (#)	2	3	6	49	2.70
(%)	3.3	5.0	10.0	81.7	(2.67)
Combined (%)	2.5	5.8	9.1	82.5	2.71
<b><u>Local government</u> (n = 36)</b>					
Critical policy thinking (#)	3	2	6	25	2.47
(%)	8.3	5.6	16.7	69.4	(2.22)
Management literature (#)	2	1	10	23	2.50
(%)	5.6	2.8	27.8	63.9	(2.33)
Combined (%)	7.0	4.2	22.2	66.6	2.48
<b><u>Health admin</u> (n =13)</b>					
Critical policy thinking (#)	2	1	4	6	2.08
(%)	15.4	7.7	30.8	46.2	(n/a)
Management literature (#)	0	3	3	7	2.31
(%)	0.0	23.1	23.1	53.8	(n/a)
Combined (%)	7.7	15.4	26.9	50.0	2.19
<b><u>Public Policy</u> (n = 17)</b>					

We added two new items to the student exit survey in Table 4: student perceptions of MPA faculty culture of diversity and inclusion, and student perceptions of MPA student culture of diversity and inclusion. This, incidentally, was added to our assessment plan in fall 2019. Both indicators show that all students felt the program culture of diversity and inclusion was good or very good.

Tables 10-12 present student diversity data. Gender diversity is about normal for US MPA programs, with a moderate over-representation of women. Racial diversity in admissions broadly reflects the NE Florida region, with 22 (northeast Florida) to 30% (Jacksonville) of the region being African-American, and just under 10% Hispanic.

Table 13 presents faculty diversity. We have added the three adjuncts to the 2021-22 tally, as this more accurately reflects faculty students are exposed to.

Year	Female	Black	Hispanic	Asian	Total #
2010-15	56	22	8	7	245
2015-16	52	29	3	6	31
2016-17	59	38	6	3	34
2017-18	64	32	5	2	44
2018-19	52	30	11	0	27
2019-20	49	40	11	3	35
2020-21	74	47	5	3	38

Year	Female	Black	Hispanic	Asian	Total #
2010-15	55	18	9	5	134
2015-16	68	23	9	0	22
2016-17	30	10	2	1	10
2017-18	41	24	12	0	17
2018-19	44	19	13	0	16
2019-20	58	11	0	5	19
2020-21	63	50	0	0	16

Year	Female	Black	Hispanic	Asian	Total (#)
	54	36	8	4	50
	62	25	8	5	63

Year	Female	Black	Hispanic	Asian	Total
2010-11	2	2	0	1	5
2011-18	4	1	0	1	6-8
2018-20	4	1	0	0	6-7
2020-21	6	2	0	0	8
2021-22	6	1	1	0	10

Beyond the student satisfaction and income data presented above in Section 1, we also provide to our accrediting body the following data on student completion rates, and employment data by sector.

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**Table 14**

**Student time to completion (cumulative years)**

AY	Enroll	2 years	3 years	4 years	6 years	6+ years	Total	Continuing
2010-15	32.8	16.8	3.8	1.2	0.4	0.4	22.6	0
2015-16	23	8	13	14	15	0	15	0