

Augusta University MPA: Program Evaluation

PADM 6750

Spring 2017

Table of Contents

Executive Summary	3
Introduction	4
Employment Trends	
Methodology	5
Current Trends	6
Future Trends	8
Alumni Survey	
Methodology	12
Demographics	13
Program Approach	17
Program Attraction	17
Program Improvement	18
Job Readiness	20
Communication	21
Take Aways	22
Conclusion	23
References	25
Appendices	26

Executive Summary

This report provides the results of an analysis for employment trends in the Augusta Metro Area in public administration careers as well as recommendations for improving the Augusta University Master of Public Administration's marketing and branding strategies. Data used for this project came mainly from the Bureau of Labor Statistics, Georgia Department of Labor, and a survey targeting Augusta University MPA Alumni. This assessment concluded:

- As of 2015, Public Administration careers in the Augusta Metro Area make up approximately 3.7% of jobs and is projected to rise. Moreover, the weighted average mean salary for this sector exceeds the annual mean wage reported for the area.
- Projections for 2017 and 2022 showed relevancy to MPA graduates, who could seek roles such as: Education Administrators, Elementary and Secondary School, Educational, Guidance, School, and Vocational Counselors, and Healthcare Social Workers.
- Survey respondents identified nonprofit organizations as the largest current employer of MPA graduates, following closely behind is program assistant/manager and city manager. Also, the survey highlighted the versatility of an MPA degree due to alumni employment in a variety of job fields.
- The survey revealed that alumni prefer hybrid and night courses and hope to see an increase in networking opportunities outside the classroom.

Recommendations:

- The MPA program at Augusta University should offer more hybrid classes to allow full-time professionals to obtain the degree.
- Increase networking opportunities to help with employment.
- Recruiting efforts should emphasize the versatility of the MPA degree in different areas of employment.

Introduction

The Master of Public Administration (MPA) program at Augusta University (AU) exists to provide a quality education for the purpose of training and equipping public service leaders. The program's first students completed their requirements in 1998, and the program continues to seek input regarding the hiring and training needs of their current students, graduates, and the Augusta community overall. In the spring semester of 2017, seven MPA students taking Program Evaluation (PADM 6750) at AU performed an evaluation identifying current and future trends in public administration careers for the Augusta area as well as gaining further insight into the occupations of its graduates. The team of evaluators used data from the Bureau of Labor Statistics and the Department of Labor's Occupational Network Database to examine the Augusta Metro region's current employment statistics. We were able to use the short-term and long-term projections from the Georgia Department of Labor for the Central Savannah River Local Workforce Development Area in order to identify potential future trends in local employment. We also surveyed AU MPA alumni focusing on career outlooks, program preparation, and program approaches. This report includes the methodology, survey responses and analysis, and detailed charts with current and future trends in order to provide an in-depth outlook from our primary and secondary sources.

Employment Trends: Methodology

For the first stage of our analysis we have taken on an evaluation of current and future public administration employment trends in the Augusta Metro area. We worked to ensure the broad career opportunities of public administration in all three sectors (public, private, and nonprofit) have been represented in our analysis. For this analysis, secondary data sources were used to identify annual wages and employment.

This analysis included data from the Bureau of Labor Statistics (BLS) and the Department of Labor's Occupational Network Database (ONET). We focused specifically on the BLS data for the Augusta Metro region from 2015 that includes Burke, Columbia, Lincoln, and McDuffie counties in Georgia as well as Aiken and Edgefield counties in South Carolina (Bureau of Labor Statistics, 2017). First, we explored the OES data from the Augusta Metro region and created a list of all relevant six-digit Standard Occupational Classification (SOC) codes that correlate to an occupational category. BLS and OES data have been used in various studies to make program recommendations as in the case of Winthrop University (2016) or in monitoring workforce trends as Skillman, Dahal, Frogner, and Stubbs (2016) demonstrated. We then used the "O*Net Online" database to search each of these broader codes to determine if the job description and duties, education, and sample job titles aligned with the education and training of an MPA graduate.

We deleted any extraneous codes and then used the data retrieval tools feature from the BLS website. More specifically, we used the "Employment and Wages from Occupational Employment Statistics (OES) survey" one-screen data search. This OES survey provides data regarding over eight hundred occupations at varying levels including the local metro areas (Bureau of Labor Statistics, 2017). This allowed us to search for multiple occupations in

this one geographic area, and we were able to select all of the codes that had been identified previously. Next, we selected all data types and were able to delete any additional categories from the excel sheet created. We were then able to use the Georgia Department of Labor (2017a) website to examine the short-term and long-term projections for the Central Savannah River Local Workforce Development Area. It should be noted that the current projection data aligns with the OES projections from 2015 and project two years, but the future projections from the Georgia Department of Labor are from 2012 and project ten years.

Employment Trends: Current

By gathering data on current public administration employment trends in the Augusta Metro area, the results will provide a comparable measure of future employment projections for Masters' program graduates. The Bureau of Labor Statistics Occupational Employment Statistics data examines the most current employment trends of public administration workforce in the Augusta Metropolitan.

We began by looking at occupation codes in sections 11000, 13000, and 21000 of the 2010 Standard Occupational Classification. As seen in Table 1, data shows that the total number of jobs in public administration is 7810. That makes up roughly 3.7 % of total employment in the Augusta Metropolitan estimated to be 213,890 in May 2015 (BLS, 2017). Furthermore, the annual mean wage of the Augusta Metro area is estimated at \$43,450. For occupations in sections 11000, 13000, and 21000 jobs vary from Community Health workers to Education Administrators with an annual mean wage ranging from \$24,910 to \$177,880 and a weighted annual average mean salary of \$69,445.

Table 1, Current Employment Trends in the Augusta Metro Area

Occupation (SOC code)	Employment⁽¹⁾	Annual mean wage⁽²⁾
Community Health Workers(211094)	50	24910
Social and Human Service Assistants(211093)	260	26200
Community and Social Service Specialists, All Other(211099)	180	30840
Child, Family, and School Social Workers(211021)	390	34050
Rehabilitation Counselors(211015)	80	34470
Recreation Workers(399032)	700	35430
Mental Health and Substance Abuse Social Workers(211023)	60	37010
Fundraisers(131131)	40	41750
Public Relations Specialists(273031)	170	47400
Compliance Officers(131041)	250	51360
Health Educators(211091)	90	51890
Healthcare Social Workers(211022)	230	53060
Training and Development Specialists(131151)	420	53540
Compensation, Benefits, and Job Analysis Specialists(131141)	80	54060
Educational, Guidance, School, and Vocational Counselors(211012)	340	54360
Human Resources Specialists(131071)	610	54460
Cost Estimators(131051)	320	59130
Emergency Management Directors(119161)	40	61620
Social and Community Service Managers(119151)	90	66960
Budget Analysts(132031)	60	75220
Labor Relations Specialists(131075)	40	75840
Management Analysts(131111)	670	82480
Education Administrators, Elementary and Secondary School(119032)	340	83630
Human Resources Managers(113121)	130	95540
Medical and Health Services Managers(119111)	580	96320
Managers, All Other(119199)	270	99100
Training and Development Managers(113131)	30	104230
Marketing Managers(112021)	100	128160
Chief Executives(111011)	320	161440
Education Administrators, Postsecondary(119033)	240	177880
Weighted Average Mean Salary		69445

Source: 2015 Occupational Employment Statistics.

Employment Trends: Future

The SOC codes and occupations were taken from BLS and OES, while the future employment trends were collected from the Georgia Department of Labor (2017a). Table 2 shows the possible short-term and long-term occupational projections for public administration employment trends in the Augusta Metro area. The short-term occupational projections are only showing 2-years' worth of projections. The 2015 data was collected to project 2017 employment trends. The long-term occupational projections were collected from 2012 and show 10-years' worth of projections. This is used to project 2022 employment trends. Analyzing the short- and long-term occupational projections for public administration employment trends in the Augusta Metro area will assist students who have, are obtaining, or planning to obtain a MPA. It will help prospective or current students understand if the careers they hope to pursue have potential employment opportunities.

For short-term occupational projections, the largest change in employment is Cost Estimators, while the smallest is Budget Analysis. For long-term occupational projections, the largest change in employment is Community Health Workers, while the smallest is Budget Analysis. The data we collected does not show much of a change in the occupations that we identified as public administration careers, but a new long-term occupational projection will be completed later in 2017 and could potentially show a change. While our employment trends research shows the current and projected trends for the Augusta Metro Area, it is important to take into account what fields the Alumni of the MPA program have found success in.

Table 2, Short-Term (2015 to 2017) & Long-Term (2012 to 2022) Occupational Projections, WIA#012 Central Savannah River

SOC Code	Occupations	2017 Projected Employment	Total Change in Employment from 2015 to 2017	Percent Change in Employment from 2015 to 2017	2022 Projected Employment	Total Change in Employment from 2012 to 2022	Percent Change in Employment from 2012 to 2022
11-1011	Chief Executives	290	0	3.16%	410	40	10.96%
11-2021	Marketing Managers	40	0	7.32%	40	10	16.67%
11-3121	Human Resources Managers	60	0	6.78%	40	10	20.69%
11-3131	Training and Development Managers	20	0	0.00%	*	*	-
11-9032	Education Administrators, Elementary and Secondary School	90	0	-1.15%	160	20	17.39%
11-9033	Education Administrators, Postsecondary	190	0	-0.52%	*	*	-
11-9111	Medical and Health Services Managers	420	0	0.00%	590	100	18.90%
11-9151	Social and Community Service Managers	100	0	-1.00%	120	10	16.98%
11-9161	Emergency Management Directors	*	*	*	*	*	-
11-9199	Managers, All Other	180	0	-0.56%	270	0	2.26%
13-1041	Compliance Officers	110	0	0.88%	180	20	11.04%
13-1051	Cost Estimators	120	10	5.36%	120	30	35.16%
13-1071	Human Resources Specialists	300	10	3.44%	330	10	4.42%
13-1075	Labor Relations Specialists	150	-10	-4.43%	*	*	-
13-1111	Management Analysts	390	10	1.04%	610	50	9.45%
13-1131	Fundraisers	60	0	0.00%	*	*	-

SOC Code	Occupations	2017 Projected Employment	Total Change in Employment from 2015 to 2017	Percent Change in Employment from 2015 to 2017	2022 Projected Employment	Total Change in Employment from 2012 to 2022	Percent Change in Employment from 2012 to 2022
13-1141	Compensation, Benefits, and Job Analysis Specialists	30	0	0.00%	20	0	13.33%
13-1151	Training and Development Specialists	240	10	1.29%	230	40	19.17%
13-2031	Budget Analysts	60	0	-4.92%	70	0	-5.80%
21-1012	Educational, Guidance, School, and Vocational Counselors	120	0	0.85%	100	10	19.54%
21-1015	Rehabilitation Counselors	40	0	2.33%	50	10	7.14%
21-1021	Child, Family, and School Social Workers	280	10	1.47%	250	0	2.85%
21-1022	Healthcare Social Workers	250	10	3.32%	210	30	13.59%
21-1023	Mental Health and Substance Abuse Social Workers	50	0	4.17%	*	*	-
21-1091	Health Educators	80	10	1.35%	70	10	12.07%
21-1093	Social and Human Service Assistants	300	10	2.76%	580	100	21.09%
21-1094	Community Health Workers	60	0	5.36%	20	0	37.50%
21-1099	Community and Social Service Specialists, All Other	120	0	0.81%	*	*	-
27-3031	Public Relations Specialists	120	0	-1.64%	110	20	24.71%
39-9032	Recreation Workers	510	20	3.89%	160	10	8.84%
00-0000	Total, All Occupations	118,960	2,970	2.56%	128,020	14,260	12.49%

Source: 2012 and 2015 Georgia Department of Labor.

Alumni Survey: Methodology

Along with analyzing data from BLS, we were tasked to conduct a survey. The survey was designed to collect data from AU MPA alumni for the purpose of improving the program's marketing and branding strategies. We developed the survey by pooling questions from the working group and organizing them into broad categories. The final survey consisted of 30 questions that were organized into six categories.

The survey included the following categories: demographics, program approach, program attraction, program improvement, job readiness, and communication. The demographics category collected data on the respondent's education level, job history, and salary history. The program approach category asked questions regarding the respondent's preference of delivery of class materials. The program attraction category asked questions regarding reasons why the respondent chose AU's MPA program. The program improvement category focused questions on ways the respondents believed the department could improve the MPA program. The job readiness category focused on how ready the respondent felt they were entering the job field after completing the MPA program. Lastly, the communication category asked respondents about their preferred methods of communication and level of involvement with the MPA program.

Using an email database provided by the sponsor, we solicited the survey to 131 alumni. The survey was active for approximately three weeks. During that time, there were 45 alumni that responded out of the 131 that were solicited. This yielded a 34.35% response rate. Once the survey was closed, we analyzed the data ensuring we identified major trends and developed recommendations for improving the MPA program.

Alumni Survey: Demographics

The first section of the survey begins with gathering demographic data from the respondents. This category aimed to collect data about the respondents' graduation year, initial and current salary, relevant work experience, and reasons for pursuing a MPA. Survey respondents' graduation years ranged from 1998 to 2016. The midpoint (median) year of the respondents was 2010 and the majority (mode) of the respondents graduated in 2016. Regarding educational background, there was a wide range of disciplines that respondents received their bachelor's degree in. The highest group of respondents received their degree in political science averaging 16.28%. There were four degrees, illustrated in Table 3, that received the second highest response including: Communications, Criminal Justice, History, and Sociology totaling 11.63% of the responses.

Table 3, What did you receive your bachelor's degree in?

Degree	Frequency
Political Science	8
Communications	5
Criminal Justice	5
History	5
Sociology	5
English	3
Bachelor of Arts	2
Biology	1
Child and Family Development	1
Computer Science	1
Fire Prevention Technology	1
French	1
International Relations	1
Journalism	1
Philosophy	1
Sports Management	1

To get a better understanding of the respondents' backgrounds, we determined that it was essential to know if they had any relevant work experience prior to the program and at what

level. Most of the respondents stated they had relevant work experience prior to entering the MPA program. Before starting the MPA program, 67.44% of the respondents considered themselves to have relevant work experience and 32.56% of the respondents did not have any relevant work experience. The average amount of experience identified in the survey was seven years. The highest level of experience identified was 22 years and the lowest was 1 year. With this data, we wanted to further understand what motivated the respondent to pursue a MPA degree and how they learned about this program. As shown in Table 4, the highest percentage of respondents, which was 34.88%, heard about the MPA program through ASU/GRU/AU advisors. The median percentage of respondents, both groups averaging 25.58% heard about the program online and through recommendations or word of mouth. No respondents indicated that they had heard about the MPA program through informational sessions, instead they wrote in that they conducted their own research and discovered the program, 11.63%.

Table 4, How did you hear about the program?

Method	Percentage	N
ASU/ GRU/ AU advisors	34.88%	15
Online	25.58%	11
Recommendation/ word of mouth	25.58%	11
Brochures	2.33%	1
Informational Session	0.00%	0
Other	11.63%	5
Total		43

N= 43

In the hopes of growing the number of students within the MPA program, we determined that it was essential to obtain information regarding how the graduates fared in the job market and job types post-graduation. As illustrated in Table 5, 46.51% of respondents selected “other” and wrote in a response that was not listed. These job fields included positions such as public sector employees, education administrators, business managers, federal government employees, research analysts, military pay auditor, law enforcement official, research assistant, emergency

services supervisor, deputy clerk, and DEA task force supervisor. The next highest percentage of entry-level positions was in a nonprofit organization at 16.28%. Following closely at 13.95% was program coordinator, and the least amount of jobs were within the human resources field at 0%.

After completing the MPA program, 83.33% of the respondents stayed and worked within the Central Savannah River Area (CSRA) and 17% relocated to another geographic area for work. Upon graduation, half (50.00%) of the respondents' salary ranges fell within the \$20,000 - \$39,999 range. The second highest indicated salary range was \$40,000 - \$ 59,999 with 26.19% of the respondents falling into this range and the lowest amount of respondents' salary range was at \$100,000+ with only 2.38%.

Table 5, Upon graduation, what best describes your first job?

Job Position	Percentage	N
Nonprofit	16.28%	7
Program Coordinator	13.95%	6
Local government analyst	6.98%	3
Program Assistant/ Manager	4.65%	2
Private Sector	4.65%	2
Policy Analyst	2.33%	1
City Manager	2.33%	1
Marketing/ PA Specialist	2.33%	1
Human Resources	0.00%	0
Other	46.51%	20
Total		43

N= 43

Once we understood the respondents' entry-level employment, we surveyed them to obtain their current job, location, and pay. Shown in Table 6, 9.52% of respondents' jobs are within a nonprofit organization. The second highest current job category was program assistant or manager and city manager; both categories consisted of 7.14%. The smallest amount of current jobs are within human resources, program coordinator, policy analyst, and private sector, all at 2.38%. Many respondents (57.14%) selected other and provided a written-in response.

These responses consisted of jobs within the federal sector, department heads, higher education administrators, research analysts, program director, auditor, law enforcement, doctoral student, deputy clerk, senior police executives, and coordinator. Approximately 69.05% of the respondents' current jobs are located within the CSRA and 30.95% of the respondents' current jobs are outside of the CSRA. Most of the respondents indicated that their current salary falls within the \$40,000 - \$59,999 range, at 30.95%. The second highest salary range was \$20,000 - \$39,999 with 19.05% of the respondents falling into it. The lowest salary range was \$0 - \$19,999 and \$100,000+ with 9.52% of the respondents falling equally into these ranges.

Table 6, What best describes your current job?

Job Position	Percentage	N
Nonprofit	9.52%	4
Program Assistant/ Manager	7.14%	3
City Manager	7.14%	3
Local government analyst	4.76%	2
Marketing/ PA Specialist	4.76%	2
Program Coordinator	2.38%	1
Policy Analyst	2.38%	1
Human Resources	2.38%	1
Private Sector	2.38%	1
Other	57.14%	24
Total		42

N= 42

Alumni Survey: Program Approach

After gathering demographic information, we surveyed respondents on their preferences of receiving class materials and the frequency in which they would like to attend class. As shown in Table 7, the highest percentage of respondents preferred to receive material in class with some online components, which was 41.46%. The second highest preference was night classes only, which was 39.02%. The third highest preference was a combination of day and night classes, which was 19.51%. Regarding frequency of classes, the highest percentage of respondents preferred to meet for class twice a week for 1 hour and 15 minutes, which was 58.33%. The next highest response rate was 41.67% with respondents preferring having classes meet only once a week for 2 hours and 45 minutes.

Table 7, In what way would you prefer the delivery of class material?

Delivery Preference	Percentages	N
In class in conjunction with online components (hybrid)	41.46%	17
Night classes only	39.02%	16
Day and night classes	19.51%	8
Day classes only	0.00%	0
Virtual classroom (online)	0.00%	0
Total		41

N= 41

Alumni Survey: Program Attraction

After assessing the way in which students preferred to receive their course material, we surveyed respondents to understand their reasons for pursuing an MPA degree at Augusta University. We asked respondents to choose as many applicable choices from the responses listed below in Table 8. Location was the most selected response at 97.56%. Tuition costs were the second highest selected response at 73.17%. Night classes were the third highest selected response at 70.73%.

Table 8, Why did you decide to pursue an MPA degree at Augusta University? Please select all that apply.

Program Qualities	Percentage	N
Location	97.56%	40
Tuition Costs	73.17%	30
Night Classes	70.73%	29
Small Class Size	46.34%	19
Accreditation	34.15%	14
Various Class Offerings	26.83%	11
Number of Credit Hours to Completion	24.39%	10
Networking Opportunities with the Local Nonprofits	14.63%	6
Networking Opportunities with the Local/State Government	14.63%	6
Internship Placement	4.88%	2
Total		221

N=41

Alumni Survey: Program Improvement

By understanding what attracted respondents to the program, we next wanted to understand the respondents' perception of what the faculty could do to improve the program. The first question addressed the types of concentrations that should be available to future students that were not available during the respondent's time in the program. The concentration that received the most responses at 44.74% was grant writing. The second highest was budgeting and human resources at 42.1%. Other concentrations/electives that were not listed but mentioned were philanthropy, homeland security, and data analytics.

Next, we wanted to understand what the respondent liked most about the program in order to better tailor the curriculum to fit future students' needs. The respondents stated that teaching methods (70.73%) was the most liked attribute of the program. The second highest response was class hours (65.85%) followed by length of program (60.95%). Another response that was not listed but mentioned was the ability to interact with professors and peers due to smaller class sizes.

After gathering data about the attributes that were liked about the program, we found it necessary to gather data about the attributes that were disliked about the program. Many respondents (46.43%) selected other and provided a written-in-response. The main response given was that respondents desired more networking opportunities outside of the classroom. Table 9 illustrates the remaining responses.

Table 9, What did you not like about the program? Please select all choices that apply.

Program Qualities	Percentages	N
Lack of Guest Speakers	42.86%	12
Course Requirements	17.86%	5
Teaching Methods	14.29%	4
Class Hours	0.00%	0
Length of Program	0.00%	0
Too Many Guest Speakers	0.00%	0
Other	46.43%	13
Total		28

N= 28

After understanding the respondent's likes and dislikes about the program, we decided to gather data on the skills learned from the program that best equipped them for their job. This question allowed respondents to provide their own answer. There were four skills that were frequently identified: communication skills, research skills, human resource management, and the program evaluation skills. With insight from their on-the-job experiences, we surveyed respondents about what they perceived the MPA program should focus on teaching current students. The responses that were mentioned the most were real-life application of instruction and résumé building. These qualities will better equip current students with gaining employment in the public administration field.

Alumni Survey: Job Readiness

By asking which skills respondents felt were beneficial to them post-graduation, we are better able to assess the effectiveness of the current classes the program offers. To do this, we asked respondents to express whether or not they received the skills necessary to obtain an entry-level position in the public administration field. Of the respondents who answered this question, 92.50% indicated yes and 7.25% indicated no.

In this open-ended question, we asked the respondents to build on the previous question and explain which skills they felt may have been missing or undeveloped in their education. Only the three respondents who answered no to the above question gave their input on what they felt the program was missing. One respondent answered simply that “experience was lacking.” Another expressed that they “felt like nothing they learned was important.” The third respondent was slightly more descriptive in their answer saying, “The track was heavily focused on graduate level political science. It needed a greater focus on business in the government and nonprofit sectors.”

Concluding this category, we asked respondents to determine what skills they learned in the MPA program that were beneficial to their job readiness. The common themes included the following: writing ability, communication skills, management ability, group/interpersonal skills, and statistical analysis ability. Other answers mentioned included leadership development and professional experience, along with the rigor of coursework.

Alumni Survey: Communication

After asking respondents to articulate their personal experience from within the MPA program, we next wanted to assess how respondents felt about the social media presence. The highest percentage of respondents at 48.72% felt unsure about the program's social media presence. The second highest percentage of respondents at 30.77% answered that the social media presence was satisfactory. The remaining responds are depicted below in Table 10.

Table 10, What do you think about the social media presence of the Augusta University MPA program?

Social Media Presence	Percentages	N
Unsure	48.72%	19
Satisfactory	30.77%	12
Excellent	17.95%	7
Failing	2.56%	1
Poor	0.00%	0
Total		39

N=39

Once we became more familiar with our respondents' social media presence, we then wanted to assess the alumni's use of social media. When asked which social media platforms alumni were associated with, the most popularly chosen response was Facebook at 82.05%. The second most popular platform selected was Instagram at 33.33%. The third most popular was Twitter at 30.77%. Knowing this information, we asked the alumni if they were following any of AU MPA's social media pages. Most of the respondents selected yes at 70.97% and 29.03% selected no. We asked our alumni for recommendations that will help increase our marketing effectiveness. The four most common themes were the following: web page development/improvements, more distribution of pictures of students in action, advertising more updates, and reaching out to employers and alumni about job and internship opportunities.

Alumni Survey: Take-Aways

After analyzing the data collected from the survey, we identified some key take-aways that can help faculty improve the MPA program. The first take-away identified was that the preferred method to deliver class instruction is through hybrid and night classes. These options provide flexibility for the full-time working professional to pursue higher education.

Additionally, the use of hybrid classes presents the faculty with the option of developing an executive master's degree for the MPA program. The second take-away identified was that most alumni received their bachelor's degree in political science. Understanding what degrees are attracted to the MPA will assist the faculty in designing its marketing and recruitment strategies.

The third take-away identified was that respondents felt there were not sufficient networking opportunities outside of class. By increasing network opportunities, the respondents felt students would have better chances of gaining employment within the public administration field. Lastly, we identified that alumni are working in an array of job fields. This demonstrates that an MPA degree provides a student flexibility in pursuing employment opportunities. The flexibility of the degree can be used as a strong marketing point to recruit future students.

Conclusion

We performed a program evaluation of Augusta University's MPA program for the purpose of determining the current and future trends in public administration careers for the Augusta area as well as acquiring insight into the occupations of graduates. Analyzing both the current and projected public administration employment trends in the Augusta Metro area has allowed us to compile a comparable snapshot of future employment projections for MPA program graduates. As stated in our research public administration careers only make up 3.7% of jobs in the Augusta Metro area. However, there has been growth in several fields that are relevant to someone with an MPA degree. We learned through the projections for 2017 and 2022 that a career as a Community Health Worker is relevant to MPA graduates. Georgia's Department of Labor conducted a survey of "Georgia's Hot Careers to 2024" and it has some relevant careers to those looking to obtain an MPA degree (2017b). Education Administrators, Elementary and Secondary School; Educational, Guidance, School, and Vocational Counselors; and Healthcare Social Workers are three "hot" careers in Georgia for 2022 and we have identified them as potential careers MPA graduates can pursue. Surveying the MPA graduates provided insight on what careers these professionals were pursuing and also provided ideas on how to improve the program. The largest current employer of MPA alumni are nonprofit organizations with program assistant/manager and city manager following closely behind. By knowing this, we can conclude that the MPA degree can facilitate the growth of individuals in careers within nonprofit and government sectors. The MPA degree also provides flexibility in pursuing employment outside of the two sectors mentioned. Additionally, the survey findings identified ways to help the faculty improve the program. Some suggestions were to offer more hybrid and night classes to allow full-time professionals to obtain the degree in a flexible

manner. Ultimately, it appears the AU MPA degree is successful in providing further education to individuals in an array of career fields.

References

- Bureau of Labor Statistics. (2017). Augusta-Richmond County, GA-SC - May 2015 OES Metropolitan and Nonmetropolitan Area Occupational Employment and Wage Estimates. Retrieved from https://www.bls.gov/oes/current/oes_12260.htm#00-0000.
- Georgia Department of Labor. (2017a). Retrieved from <https://dol.georgia.gov/>.
- Georgia Department of Labor. (2017b). “Georgia’s Hot Careers to 2024.” Retrieved from https://explorer.gdol.ga.gov/vosnet/mis/current/hot_careers_current.pdf.
- Skillman, S., Dahal, A., Frogner, K., & Stubbs, B. (2016). Leveraging data to monitor the allied health workforce: National supply estimates using different data sources. *Center for Health Workforce Studies: University of Washington*.
- Winthrop University. (2016). Academic program mix: Top 10 Recommendations, Spring 2016. Retrieved from <http://www.winthrop.edu/uploadedFiles/president/AcadProgMixRep-2016.pdf>.

Appendix A: Sample Job Titles

Code #	Name of Category	Sample Job Titles
11-1011	Chief Executives	Executive Director, Chief Diversity Officer, Chief Financial Officer
11-2021	Marketing Managers	Operations Director, Business Manager, Facilities Manager
11-3121	Human Resource Managers	Director of Human Resources, Employee Relations Manager, HR Manager
11-3131	Training and Development Managers	Development Manager, Director of Education, Training and Development Coordinator, Training Director
11-9032	Education Administrators, Elementary and Secondary School	Assistant Principal, Athletic Director, Principal, Superintendent
11-9033	Education Administrators, Postsecondary	Financial Aid Director, Registrar, Admissions Director
11-9111	Medical and Health Services Managers	Health Information Management Director, Health Manager, Office Manager, Program Manager
11-9151	Social & Community Service Managers	Director of Child Welfare Services, Director of Social Services, Program Manager
11-9161	Emergency Management Directors	Emergency Management Director, Emergency Planner, Emergency Preparedness Specialists
11-9199	Managers, All Other	Compliance Coordinator, Internal Review & Audit Compliance, Business Practices Supervisor
13-1041	Compliance Officers	Affirmative Action Officer, Equal Employment Opportunity Officer, Housing Management Representative
13-1051	Cost Estimators	Cost Analyst, Cost and Risk Analysis Manager, Cost Estimator, Estimator Project Manager
13-1071	Human Resources Specialist	Employment Specialist, Personnel Coordinator, Human Resources Specialists
13-1075	Labor Relations Specialist	Labor Relations Specialist, Labor Relations Director, Grievance Manager
13-1111	Management Analysts	Program Management Analyst, Employment Programs Analyst, Administrative Analyst
13-1131	Fundraisers	Development Director, Executive Director of Development, Vice President, Marketing & Development
13-1141	Compensation, Benefits & Job Analysis Specialists	Human Resources Analyst, Personnel Specialist, Benefits Administrator
13-1151	Training and Development Specialists	Management Development Specialist, Senior Instructor, Supervisory Training Specialist
13-2031	Budget Analysts	Management & Budget Analyst, Budget Officer, Financial Services Officer
21-1012	Educational, Guidance, School, and Vocational Counselors	Advisor, Career Center Director, Counselor
21-1015	Rehabilitation Counselors	Case Manager, Program Coordinator, Program Specialist
21-1021	Child, Family, and School Social Workers	Case Manager, Family Protection Specialist, Social Worker
21-1022	Healthcare Social Workers	Director of Social Work, Social Work Case Manager, Social Worker

Code #	Name of Category	Sample Job Titles
21-1023	Mental Health and Substance Abuse Social Workers	Case Manager, Counselor, Social Worker, Substance Abuse Counselor
21-1091	Health Educators	Community Health Education Coordinator, Education Coordinator, Public Health Educator
21-1093	Social & Human Service Assistants	Community Coordinator, Human Services Program Specialist, Outreach Specialist
21-1094	Community Health Workers	Community Health Program Coordinator, Community Health Promoter, Community Health Worker
21-1099	Community & Social Services Specialists, All Others	No job titles
27-3031	Public Relations Specialists	Public Information Officer, Public Relations Specialist, Public Affairs Specialist
39-9032	Recreation Workers	Activities Coordinator, Activities Director, Recreation Specialist

Appendix B

In what year did you graduate with your MPA?

Year	Frequency
1998	1
1999	2
2000	1
2001	1
2004	1
2005	4
2006	4
2007	3
2008	4
2010	3
2011	2
2012	3
2013	3
2014	2
2015	4
2016	5

What did you receive your bachelor's degree in?

Degree	Frequency
Political Science	8
Communications	5
Criminal Justice	5
History	5
Sociology	5
English	3
Bachelor of Arts	2
Biology	1
Child and Family Development	1
Computer Science	1
Fire Prevention Technology	1
French	1
International Relations	1
Journalism	1
Philosophy	1
Sports Management	1

Did you have any relevant work experience before beginning the MPA program?

#	Answer	%	Count
1	Yes	67.44%	29
2	No	32.56%	14
	Total	100%	43

How many years of experience?

Year	Frequency
1	2
1.5	2
2	3
4	1
5	5
6	4
7	1
8	2
9	2
10	3
20	2
21	1
22	1

How did you hear about the program?

#	Answer	%	Count
1	Online	25.58%	11
2	Recommendation/ word of mouth	25.58%	11
3	ASU/ GRU/ AU advisors	34.88%	15
4	Brochures	2.33%	1
5	Informational Session	0.00%	0
6	Other	11.63%	5
	Total	100%	43

How did you hear about the program?

University catalog

Researching options in Augusta

Research

I knew this was the degree I wanted to pursue so I did research on my own to find a program near me.

Researched numerous programs

Upon graduation what best describes your first job?

#	Answer	%	Count
1	Local government analyst	6.98%	3
2	Program Coordinator	13.95%	6
3	Program Assistant/ Manager	4.65%	2
4	Policy Analyst	2.33%	1
5	Human Resources	0.00%	0
6	City Manager	2.33%	1
7	Marketing/ PA Specialist	2.33%	1
8	Nonprofit	16.28%	7
9	Private Sector	4.65%	2
10	Other	46.51%	20
	Total	100%	43

What best describes your first job?

Public Sector Employee

Education Administration

Business Manager

Federal Government

Administrative Assistant in University Department

college administrator

Federal Government

Research Analyst

Federal government

Higher Education

Military Pay Auditor

Law enforcement

Local government analyst

administrative assistant

research assistant

Deputy Clerk of Superior, State & Juvenile Court of Augusta
Georgia

Emergency Services Supervisor

Assistant manager

DEA Task Force Supervisor

Was that job in the Central Savannah River Area?

#	Answer	%	Count
1	Yes	83.33%	35
2	No	16.67%	7
	Total	100%	42

In what range was/is your salary of your job post-graduation?

#	Answer	%	Count
1	\$0- \$19,999	7.14%	3
2	\$20,000- \$39,999	50.00%	21
3	\$40,000- \$59,999	26.19%	11
4	\$60,000- \$79,999	9.52%	4
5	\$80,000- \$99,999	4.76%	2
6	\$100,000+	2.38%	1
	Total	100%	42

What best describes your current job?

#	Answer	%	Count
1	Local government analyst	4.76%	2
2	Program Coordinator	2.38%	1
3	Program Assistant/ Manager	7.14%	3
4	Policy Analyst	2.38%	1
5	Human Resources	2.38%	1
6	City Manager	7.14%	3
7	Marketing/ PA Specialist	4.76%	2
8	Nonprofit	9.52%	4
9	Private Sector	2.38%	1
10	Other	57.14%	24
	Total	100%	42

What best describe your current job?

Federal

Department Head

Higher Ed Administration

Business Manager II

Federal Government

Admin Assistant (University)

college administrator

Higher Education

higher education

Director of Program

Research Analyst

Writer/ Higher education

Higher Education

Auditor

Law enforcement

Associate Dean, MCG

administrative assistant

Program evaluation research specialist at a university

Doctoral Student

Deputy Clerk of Superior, State, & Juvenile Court of Augusta Georgia

Emergency Services Manager / Educator

Senior Police Executive

Administrative Assistant

Coordinator

Is this job in the Central Savannah River Area?

#	Answer	%	Count
1	Yes	69.05%	29
2	No	30.95%	13
	Total	100%	42

In what range is your current salary

#	Answer	%	Count
1	\$0- \$19,999	9.52%	4
2	\$20,000- \$39,999	19.05%	8
3	\$40,000- \$59,999	30.95%	13
4	\$60,000- \$79,999	14.29%	6
5	\$80,000- \$99,999	16.67%	7
6	\$100,000+	9.52%	4
	Total	100%	42

In what way would you prefer the delivery of class material?

#	Answer	%	Count
1	Night classes only	39.02%	16
2	Day and night classes	19.51%	8
3	Day classes only	0.00%	0
4	In class in conjunction with online components (hybrid)	41.46%	17
5	Virtual classroom (online)	0.00%	0
	Total	100%	41

How many days a week would you prefer to meet for class?

#	Answer	%	Count
1	Once a week for 2 hours and 45 minutes	41.67%	10
2	Twice a week for 1 hour and 15 minutes	58.33%	14
	Total	100%	24

Why did you decide pursue an MPA degree at Augusta University? Please select all that apply.

#	Answer	%	Count
1	Tuition Costs	73.17%	30
2	Accreditation	34.15%	14
3	Location	97.56%	40
4	Night Classes	70.73%	29
5	Small Class Size	46.34%	19
6	Various Class Offerings	26.83%	11
7	Number of Credit Hours to Completion	24.39%	10
8	Internship Placement	4.88%	2
9	Networking Opportunities with the Local Nonprofits	14.63%	6
10	Networking Opportunities with the Local/State Government	14.63%	6
	Total	100%	41

What type of concentrations/electives would you have liked to have had available during your time in the program? Please select all choices that apply.

#	Answer	%	Count
1	Economic Development	36.84%	14
2	Nonprofit	36.84%	14
3	Cyber	39.47%	15
4	GIS	28.95%	11
5	Human Resources	42.11%	16
6	Budgeting	42.11%	16
7	Grant Writing	44.74%	17
8	Criminal Justice	15.79%	6
9	Please list any other concentrations/electives that were not listed.	15.79%	6
	Total	100%	38

Please list any other concentrations/electives that were not listed.

Public/Private Partnerships; Non-profit Marketing; Survey Creation and Analysis; Higher Education Management;

Homeland Security

Higher Education, Philanthropy

Data Analytics

Environmental

Philanthropy; Fundraising

What did you like most about the program? Please select all choices that apply.

#	Answer	%	Count
1	Teaching Methods	70.73%	29
2	Class Hours	65.85%	27
3	Course Requirements	34.15%	14
4	Length of Program	60.98%	25
5	Frequency of Guest Speakers	21.95%	9
6	Other	17.07%	7
	Total	100%	41

What did you like most about the program?

Faculty were amazing.

instructors were personally invested in my success

I enjoyed the opportunity to connect with instructors.

The quality and camaraderie of my classmates - professionals who brought experience to the classroom, along with the quality and experience of the professors who took an interest in each person in the program and could bring real life experience into the classroom.

The Faculty

Quality of the professors and fellow students who all worked together as a team to ensure each students individual success. The size of the program allowed for very focused attention from instructors and the development of strong bonds with fellow students.

I also liked that you had several professors for different classes. While it is good to have a wide range of teachers and teaching styles, it was also helpful to have several of the same professors/teaches for different classes. My undergrad was from UGA and I was used to very, very large classrooms where the professor did not know you. Here, I felt like everyone had a more vested interest in my education.

What did you not like about the program? Please select all choices that apply.

#	Answer	%	Count
1	Teaching Methods	14.29%	4
2	Class Hours	0.00%	0
3	Course Requirements	17.86%	5
4	Length of Program	0.00%	0
5	Too Many Guest Speakers	0.00%	0
6	Lack of Guest Speakers	42.86%	12
7	Other	46.43%	13
	Total	100%	28

What did you not like about the program?

Weakness in statistics/methods instruction

It was good.

There was a lack of networking opportunities during the program outside of the classroom, and with fellow classmates. Unlike my undergraduate years, I did not leave the program with any lasting relationship with my fellow graduates.

I would have liked to have more class options. I had to take a class at Georgia Southern one semester to ensure I could graduate on time since there weren't enough offerings available.

I feel like the program would benefit from having two different tracks: Research (for those looking to continue towards a Doctorate or move into research fields) and Non-research (for those who seek jobs that aren't research based/focused). I feel as if many of the courses assumed I would be pursuing a doctorate after, and were preparing me for such an environment.

I would have like getting more experience working with agencies in the CSRA as part of the course curriculum.

Elective selection was limited.

I have no dislikes about the program. It is the best degree I have earned (I have four) and use all of the skills taught me through the MPA program each and every day.

I don't think, at the time I was in the program, that we had many opportunities to network or gain relevant experience that would make us more marketable. I think that greatly hindered my job prospects.

i don't like that this degree is practically worthless in government or. Nonprofit settings.

The part-time faculty were not engaging and abandoned the class, leaving months without teaching. Grading standards weren't clear. There were some instances where grades were not given until post-midterm.

Nothing

What skills did you learn during the program that you feel best equipped you for your job?

Networking Government Structure

Communication/Presentation delivery. Negotiations

I learned skills for how to better run/manage local and state government operations.

Adapting to policies and procedures that run counter to my social and political core principles. More specifically, working to find acceptable compromises for the greater public good.

-Theoretical background of the PA field -Policy Analysis (and creation) -Budgeting skills - Human Resources and organizational management knowledge

Research methods and problem solving

I learned a lot about myself through group work (work styles, nonverbal, etc). Program evaluation

The program definitely improved my analytical skills, and my ability to consort data in a meaningful and consequential way. It also helped me to refine the way I approached problems, and to limit my personal opinions in reviewing information by making me more conscious of my own biases. I truly felt that my instructors cared about me as a human being, as well as a student and working professional.

Leadership skills

Fine tune skills like HR management and budgeting

Grant Writing Budgeting Program evaluation

I felt I was well-equipped in all areas of public administration, except for budgeting and finance. The budgeting class was useless. We needed to learn more about financing such as taxes, bonds, and economic development incentives, etc. - not just what a budget looks like and how to read it.

Management and group skills. HR skills.

I write much better, and I have a deeper understanding of how people are motivated in the workplace.

Effective communication skills Leadership skills Some grant management

N/A

Ability to effectively interpret an agency's Policy and Procedures to ensure that things run smoothly.

Budgeting; marketing.

Public speaking and presentation skills

emergency management

The job I currently have doesn't utilize any skills I learned in the program.

Research methods, what it means to be professional, importance of networking, legal aspect of working in a public institution

Research and statistical analysis skills have equipped me during my doctoral journey as a PhD student.

How to do independent research and find answers to questions on my own. How to work well with others in performance groups. How do develop policy analysis and benchmarking.

I learned how broad the scope was and the different areas of public administration. The professors made those opportunities and resources available to us and touched on every sector. I am currently working in Human Resources and budgeting, grant writing, criminal justice and human resources courses all play a part in what I do today.

Union and Collective Bargaining

Randy millers classes

Working in a team environment. Also, gaining an understanding about due process which is a constant with my current career.

For me specifically, the grant writing and HR class were most helpful. There was not a nonprofit track per se when I was there, so it was a lot of picking and choosing what I thought would be most beneficial for my career.

The program did a great job of blending academic theory with practical application. This included research projects requiring personnel reports, budget preparation, program evaluation and others in a real world type setting.

Human resources management, budgeting, public speaking, data analysis, some public organizational theory as well.

Time management, organization, and diplomacy.

Grant writing, budgeting

What skills or abilities do you believe the program should focus on teaching current students?

Public Speaking Professional Writing Problem Solving Methodology Analytical Thinking How to work with other generations (millennial, gen x, boomer)

Budgeting Cyber

It would have been helpful to discuss controversial social issues related to real world public administration issues (i.e. racism, LBGT issues, abortion, etc.) in ways that advance workable solutions rather than spotlighting and dwelling on the gaping differences. Discussions in these areas were largely squelched because instructors were uncomfortable/unwilling/ill-prepared to monitor the lively classroom debates.

-More practical applications of budgeting skills -Continue to encourage internships -Create a greater focus on specializations - ex. planning and zoning, GIS, etc. (Essentially, more opportunities for practical learning all around)

Problem solving and critical thinking

more soft skills, basic business attire, etc

I feel as though myself, and the MPA program, would have benefitted from a seminar on how to network and promote yourself. I know this may fall outside the scope of the curriculum, but I think the individual and program benefits could be substantial because of the probability of better impressions being left by graduates. Also, outside of SPSS and utilizing some GIS technology, I did not get a lot of exposure to industry tools that could have helped me to land a job. Even a

second course expressly on SPSS would have been hugely beneficial to me.

greater focus on "business for government and non-profit" as was explained to me before I chose the track.

I think the core of the program focus hit on all the fundamentals. You can't teach someone how to be good at their job, you can only give them the tools for success.

Public speaking

Public Finance and Taxes. Students should understand grant writing and the role it plays in public institutions. Communications and running public meetings. Social media and eGovernment Urban and Regional Planning GIS

Anything that gives more real life practice and applications. Some courses included projects that I felt related to the job I have and will continue to pursue.

I definitely believe adding more material on data analytics might be helpful.

Leadership and communication skills

Figuring out ways to gain experience to help with job placement.

Grant mining/grant writing/grants administration.

I wish the budgeting class and the urban planning class in 2012 had been better. They were taught by adjuncts and I don't feel I learned anything but i wished I had. I think more grant writing, more GIS, more emergency management.

From the emails I received it seems as though the program is trying to improve networking and interning opportunities.

I think the program prepares students well for work in the local government and nonprofit sector. I would have benefited from some additional classes in website development but this may not apply to other students.

N/A

How to work in groups. How to plan and prepaid a budget. How to develop a grant. How to read charts and graphs. How to do well during public speaking events as the speaker. How to network.

Every course has been implementable in my profession along the way except for GIS, so I wouldn't take away from anything.

Dealing with local government and local politicians, State level politics and government affairs

A masters degree without experience isn't worth a hill of beans! They won't hire u for entry positions and they won't hire you for the next level positions. And in government you have to wait for someone to die before you take their spot

More involvement with computer skills and research analysis.

I am happy to hear their is a nonprofit certificate. I wish they had that when I was there.

Continue and expand practical application which is what potential employers are seeking.

Networking, budgeting, public speaking, ethics.

How to handle internal conflicts and struggle of government agency bureaucracy/red tape that often inhibits progress. Situational role-play. How to be an engaging public speaker.

Would you be willing to host an intern from the MPA program?

#	Answer	%	Count
1	Yes	45.95%	17
2	No	54.05%	20
	Total	100%	37

In your opinion, do you feel you received the necessary skills to obtain an entry-level position in the public administration field from the MPA program?

#	Answer	%	Count
1	Yes	92.50%	37
2	No	7.50%	3
	Total	100%	40

What skills do you believe were missing or undeveloped?

The track was heavily focused on graduate level political science. It needed a greater focus on business in the government and non-profit sectors.

Experience

I felt like I learned nothing important

What skills were beneficial to your job preparedness?

Writing Analysis

I felt very prepared before entering the program but wanted the credentials to back up my work experience.

Statistics.

Budgeting, governmental transparently, governance, leadership.

I have not been able to use my MPA skills in a more field-related position yet. However, the skills that I believe will be most beneficial in such settings is my knowledge of policy and how it relates to the job that I will be required to do at a nonprofit or public agency (i.e. which rules and regulations will be binding to us or will affect our funding or programs). Program evaluation and research skills will also be invaluable.

Advanced writing opportunities

project planning, participation in group activities

Analytical skills; research skills; data analysis; understanding organizational structures;

The Human resources education; the graduate level rigor.

Public Speaking

Interpersonal skills - dealing with my classmates and learning from them was extremely beneficial. Writing and speaking skills - the oral defense was great preparation, along with presenting in classes The local government and state government courses were very helpful in working in those areas upon graduation.

Management Group skills HR

Communication skills management skills

yes

Remembering to approach a problem from different angles to find the most beneficial solution.

Policy.

Group projects

It was a good program and I would recommend it but I think that they need to stress that you will not necessarily get a good paying job out of the gate. I wish they had more internships and job information and preparedness opportunities.

I think I would be prepared for a job in the field if I could ever secure a position.

MPA professors emphasized how to dress, speak, write, and carry yourself in a professional manner and I think that helped me a lot. The program also encourages students to get in touch with various organizations and community leaders and I think that is a valuable networking experience that also helps develop good communication skills.

The writing skills that I developed were very beneficial with preparing me for a career as a public administrator.

How to write an inter office memorandum. How to triple check grammar, spelling, and punctuation. How to look up legal precedents when dealing with HR termination issues. How to effectively and effectively communicate via email or in person. How to work well with others in high performance teams.

Grant Writing Budgeting Human Resources Civil Justice

Grant writing, research and statistics

..

Communication skills and working in group environments.

All the budgeting info and grant writing helped me. I did not change jobs, but after completion of my degree I had more added to my current work "plate" (i.e. adjunct faculty at AU and UGA, etc.).

All of the classes gifted me with skills required for my current position such as HR practices, budgeting, research, organizational behavior, organizational effectiveness and efficiency methods/evaluation and communications skills.

My current job involves human resources management. Specifically the HR course and the Administrative Law course have been most beneficial.

Creating foundation protocol, expectations, goals, budgeting.

budgeting

As an alumni and now a practitioner, would you be willing to talk to MPA classes about your profession?

#	Answer	%	Count
1	Yes	65.79%	25
2	No	34.21%	13
	Total	100%	38

**What subject matter in Public Administration would you be interested in discussing?
Please select all that apply:**

#	Answer	%	Count
1	Survey of Public Administration	12.50%	3
2	Constitutional and Administrative Law	8.33%	2
3	Public Organization Theory and Behavior	8.33%	2
4	Management of Human Resources	16.67%	4
5	Public Budgeting	12.50%	3
6	Analytical Tools for Decision Makers	8.33%	2
7	Public Policy Analysis	4.17%	1
8	Program Evaluation	16.67%	4
9	Geographic Information Systems for Public Management	8.33%	2
10	Grant Writing and Administration	16.67%	4
11	Introduction to Urban Planning	4.17%	1
12	Financial Management for Nonprofit Organizations	8.33%	2
13	Nonprofit Management	8.33%	2
14	Emergency Management	29.17%	7
15	Introduction to Homeland Security	8.33%	2
16	Social Deviance	4.17%	1
17	Juvenile Delinquency and Justice	0.00%	0
18	Intimate Partner Violence	4.17%	1
19	Research Methods in Public Administration	12.50%	3
20	Human Services Administration	12.50%	3
21	Urban Government Administration	0.00%	0
22	Other	16.67%	4
	Total	100%	24

What subject matter in Public Administration would you be interested in discussing?
Dealing with the public, media relations, social media engagement, FOIA requests, public relations, strategic messaging.

I work for the University. If you ever need anyone to express how this degree translates into work in a state university system, I might be able to help.

Program management, higher education, public speaking

Community health

Would you be willing to participate in a Community Advisory Board?

#	Answer	%	Count
1	Yes	56.41%	22
2	No	43.59%	17
	Total	100%	39

If we were to create an online directory that all Augusta University MPA students and alumni could access, would you like to be included on the directory?

#	Answer	%	Count
1	Yes	94.87%	37
2	No	5.13%	2
	Total	100%	39

Do you receive email updates regarding the MPA program?

#	Answer	%	Count
1	Yes	94.87%	37
2	No	5.13%	2
	Total	100%	39

Do the email updates provide enough information to keep you updated with the MPA program?

#	Answer	%	Count
1	Yes	89.74%	35
2	No	10.26%	4
	Total	100%	39

What kind of updates regarding the MPA program would you like to see?

I would like more information about new and former instructors. Also, information about upcoming events to support those instructors, such as awards and retirements. More information about the community, and what we could/should be doing to improve it.

all

More student job spotlights. More possible job opportunities.

None

Would you like to be a member of the Augusta University MPA Alumni Association?

#	Answer	%	Count
1	Yes	89.47%	34
2	No	10.53%	4
	Total	100%	38

Would you like to receive regular updates about alumni functions and events?

#	Answer	%	Count
1	Yes	97.06%	33
2	No	2.94%	1
	Total	100%	34

Would you like to attend an alumni dinner or a similar type function?

#	Answer	%	Count
1	Yes	71.05%	27
2	No	28.95%	11
	Total	100%	38

Would you like to be contacted to help in the planning of such a function?

#	Answer	%	Count
1	Yes	57.69%	15
2	No	42.31%	11
	Total	100%	26

What do you think about the social media presence of the Augusta University MPA program?

#	Answer	%	Count
1	Excellent	17.95%	7
2	Satisfactory	30.77%	12
3	Unsure	48.72%	19
4	Poor	0.00%	0
5	Failing	2.56%	1
	Total	100%	39

Which social media platforms are you currently associated with? Please select all choices that apply:

#	Answer	%	Count
1	Facebook	82.05%	32
2	Instagram	33.33%	13
3	Twitter	30.77%	12
4	This does not apply to me	15.38%	6
	Total	100%	39

Are you following Augusta University's MPA program?

#	Answer	%	Count
1	Yes	70.97%	22
2	No	29.03%	9
	Total	100%	31

How can we improve our social media marketing effectiveness?

Primary focus on the current students and graduates and their successes and recognitions. LOTS of pictures- less staged placements and much more students in action.

You're doing great so far! :)

not on social media

Continue to push the page and have alumni share the page with others in order to reach a larger target audience.

Not sure. It does the job for me.

By utilizing various forms of social media to reach out to prospective students as well as prospective employers.

NA

Make sure things are spelled correctly and proper grammar is used.

Email works just fine for me, thanks.

Get a graduate assistant that has improving your effectiveness as their project or get an intern for credit from the program to work on it.

No, I don't think that is necessary.

More updates on changing professors and faculty

No comment

I did not know that you were on social media.....

You're doing a great job. Very engaging.