ANALYSIS OF UNIVERSAL REQUIRED COMPETENCIES

Indicate which competency is being chosen and give the definition of student learning outcome for the competency being assessed:

We discuss assessment of all five universal competencies in three phases. First, due in part to the requirements of SACS (the Southern Association of Colleges and Schools) and Georgia State University, PMAP has been assessing student learning outcomes (SLOs) associated with all universal competencies annually since 2008. Second, due to self-examination for the NASPAA self-study, we have made more systematic use of surveys of student satisfaction with their learning. These include student evaluations of instructors (SEIs) at the end of each class, the university's on-going exit surveys of all graduating students, a serendipitous survey of graduate student thriving, and a new survey of our master's alumni. Third, we developed and implemented new multi-rater, multi-class assessments for most universal competencies.

First, beginning in 2005, GSU required all departments to develop goals, student learning outcomes, and measures for all degree programs and to perform assessments of all measures on a regular basis. Although PMAP quickly implemented a course-based assessment process, the department also decided to re-evaluate the core curriculum to ensure that we had chosen the appropriate learning objectives. PMAP divided faculty into three committees: (1) public administration and organizations, (2) economics, finance, and budgeting, and (3) data analysis and statistics. Faculty committees met to examine syllabi, develop learning objectives, and consider ways to improve student outcomes in core courses. After extensive discussion, committees reported recommendations back to the faculty as a whole. During 2005-2007, faculty met repeatedly to examine and modify the core curriculum in light of the program's mission, seeking advice from an MPA alumni board on all of these issues. Beginning with the mission of the MPA program, faculty developed eight goals, which defined and described the purposes of the core courses in the MPA program. The department then established 23 learning outcomes/objectives that all MPA students should achieve and devised 23 measures to determine whether students were achieving those objectives. Faculty began these assessments in Fall 2008, as described below.

In Fall 2010, the faculty realized two major problems with the MPA learning outcomes. First, MPA students in the Nonprofit Management concentration took three different, nonprofit-focused core courses, but the department had not developed learning outcomes for these three courses. Second, the department decided that learning outcomes were too focused on individual courses and ignored overarching learning objectives that all core courses should advance. The department chair appointed a committee to reassess the MPA program's goals, objectives and measures. It re-wrote the program goals to incorporate both public and nonprofit administration and added one new over-arching goal: “Understanding how to effectively analyze problems, develop solutions, and communicate about policy and management issues in the public and nonprofit sectors.” The committee modified all learning objectives and measures. Sometimes it simply incorporated “public and nonprofit” or added the specific course number responsible for that learning outcome, but sometimes it provided more detailed explanations of the learning objectives. More importantly, it added two new student learning outcomes for every core course: “Demonstrate an ability to effectively analyze problems and develop solutions” and “Demonstrate an ability to effectively communicate verbally or through writing (depending on the nature of the course) about public or nonprofit policy and management issues, problems, and solutions.”

PMAP did not explicitly consider NASPAA’s Universal Required Competencies when we developed these goals, objectives, and measures, but our mission underlay the goals and measures, so they naturally fit with those universal required competencies, as shown in Appendix Tables 5A.1-5A.3. Section 5.1 reports our goals, objectives, and measures as they align with NASPAA’s Universal Required Competencies.

Second, as part of our self-study, we decided to use additional sources of information more systematically to assess student satisfaction with their experience. We use student evaluations of instructors, exit surveys, a new alumni survey, and a survey of graduate student thriving as indirect measures of whether students perceive that they have developed the skills they sought. In doing so, we follow the standard practice in performance measurement systems of including both quasi-objective performance measures and subjective client and customer perceptions of program performance.

Third, in order to improve the reliability and validity of class-level assessments, we developed and implemented new multi-rater assessments of three universal competencies: “To analyze, synthesize, think critically, solve problems, and make decisions,” “To lead and manage in public governance,” and “To articulate and apply a public service perspective.” All assessments also examine students’ ability to communicate effectively. This required new operational definitions of all competencies.

We defined critical thinking and problem analysis in terms of the abilities (1) to write a short research paper that frames a policy research question, posits and defends hypotheses, uses contingency table analysis to test those hypotheses, and communicates conclusions effectively; (2) to write another short research paper to accomplish the same ends using regression analysis; and (3) to write an expenditure analysis for a U.S. local government.

We defined an ability to lead and manage in public governance as the abilities (1) to analyze complex public management cases to discern the most pressing problems; scan political, fiscal, economic and social environments; recognize the influence and role of citizens and stakeholders; consider realistic management options and their consequences; and develop a plan for action; and (2) to develop appropriate responses to deal with conflict within an organization.

We defined applying a public service perspective as demonstrating an understanding of models of government and administrative reform or demonstrate knowledge of important contemporary organizational and environmental challenges faced by leaders and managers of nonprofit organizations and the policy and management issues that now confront the sector; as well as understanding key ethical issues that arise in the public or non-profit sector.

Evidence of learning that was gathered:

First, beginning in Fall 2008, faculty listed the newly agreed-upon learning objectives on their syllabi. All faculty members teaching core courses modified their syllabi to align with those learning objectives and created their own rubrics to assess student learning on each objective. At the end of each semester, the department's academic specialist sends relevant faculty an Excel file listing the student names and the course learning objectives. Faculty rate each student from 1 (Poor) to 5 (Excellent) on each of the three to six learning outcomes for the course, using their own rubrics, and send the Excel file back to the academic specialist, who combines the data and sends them to the chair. We ran into problems implementing the revised learning outcomes adopted in Spring 2011, and these were not assessed until Fall 2012. At that time, the department also decided that faculty should assess these outcomes during summer semester, which had not been done in previous years.

Second, the department has begun making more systematic use of student assessments of their own learning. The most obvious measure of student satisfaction with learning is the student evaluation of instructor (SEI). GSU moved the SEI online by Fall 2002 and tried to boost response rates by only allowing students to view their grades online if they have already performed the SEI (or clicked a button on the SEI saying they prefer not to fill it out). Faculty can view their own evaluations online, and the Office of Academic Assistance sends the summary evaluations and written comments for each class to the department chair at the beginning of each semester. Working with the Office of Institutional Research (OIR), the department chair has begun obtaining Excel spreadsheets of teaching evaluations for each class since Fall 2006, facilitating comparisons across classes and over time. OIR now provides new spreadsheets every semester. Although the original intention was to look at students' perceptions of learning, exploratory factor analysis demonstrated that all items on the SEI loaded on a single factor. The reliability of the mean score was raised slightly by dropping items on following the syllabus and on being accessible to students outside the classroom; the modified mean after those exclusions has a Cronbach's alpha of .985 and is correlated .86 with students' perception of and satisfaction with learning.

In working with the OIR, we learned that OIR sends an exit survey (repeatedly) to all graduating students. Several items on the exit survey track well with the universal required competencies. We analyzed the survey data since Fall 2010 (the first semester for the current instrument) and have arranged for OIR to send us exit survey results annually. We also learned that the OIR had participated in a one-time survey of graduate student thriving, which provided other useful information.

We also conducted an alumni survey of our own in spring 2014, where we asked our graduates directly how well prepared they were on each of the universal competencies when they graduated.

Third, for the multi-rater, multi-class assessment of the leading and managing, applying a public service perspective, and critical thinking competencies, groups of 2 to 5 faculty who taught in the area met to decide which assignment(s) best exemplified the type of learning that should occur in a particular core class and to design rubrics for assessing those assignments. For each of the assignments, all instructors who taught those courses from Spring 2013 through Spring 2014 sent a random sample of student work to the committee chair. Each core class had a minimum of 10 student products to analyze, spread across multiple sections of the course. The committee chair then assigned the work to faculty members to assess, in most cases trying to ensure that instructors were not assessing assignments they had already graded and that at least two faculty assessed each assignment.

How evidence of learning was analyzed:

First, since 2009, all instructors of core courses have rated all students on 5-point scales on each learning outcome associated with their course. The chair examines the outcomes each semester, summarizes the numbers annually, and shares them with the faculty during the fall semester. If fewer than 80% of students in a core class at least partially demonstrate achievement of any objective (that is, if fewer than 80% were rated Excellent, Good, or Fair, as opposed to Marginal or Poor), the chair and faculty develop an action plan to respond. The chair reports the findings and action plans to the university through the WEAVEonline system. The university's Office of Institutional

Effectiveness (OIE) analyzes the department's findings and action plans and provides feedback annually.

In the past two years, the department has begun tracking student performance on the WEAVE objectives over time to determine whether trends are positive or negative. The department tracks the percentage rated Excellent, Good, or Fair, as well as the mean score. (See Appendix Graphs 5A.4.)

In general, student performance has been at least acceptable. The graphs show that we have achieved the 80% standard for almost all goals in almost all semesters over the past four years. The two most striking exceptions (Applied Research Methods and Statistics II (PMAP 8131) in Fall 2012 and Public Service and Democracy (PMAP 8111) in Spring 2013 traced to a new faculty member with different expectations than those of most members of the department. In both cases, these ratings led to discussions among the faculty who teach the courses to determine whether we are sufficiently demanding of students. It also contributed to the department's decision to begin using multiple graders to assess the department's performance in achieving student learning outcomes. In the case of a third major exception, Microeconomics for Public Policy (PMAP 8141) in Fall 2013, the professor judged that students applied microeconomic theory acceptably but did not really understand it.

Tracking the means instead of the percentages yields less fluctuation in trends, but there were troubling patterns in Public Service and Democracy (PMAP 8111) and, to a lesser extent, Leadership and Organizational Behavior (PMAP 8431), where in both cases means of most items fell below 4 in at least two recent semesters. Those results sparked intense discussions among the relevant faculty to determine the causes of the problems.

Second, teaching evaluations are treated as rough measures of student satisfaction with their learning experience. The executive committee uses them as part of its evaluation of teaching effectiveness in its annual merit review, and the faculty uses them in promotion and tenure decisions. The department chair tracks scores over time to identify problems with individual classes or poor matches between instructors and courses. A downward trend or a mean below 4 on a 5-point scale signals a need for a closer examination of the problem. (See Appendix Graphs 5A.5.)

The mean overall score on the SEI for the MPA core courses since Fall 2008 is 4.35 on a 5-point scale, and each core course has had an overall mean of at least 4.17. As suggested by the graphs, performance has been most consistent in Management Systems and Strategies (PMAP 8171) and the two statistics and research design courses (PMAP 8121 and 8131) – all have means between 4.45 and 4.50 and rarely have an individual class with a score below 4.0. Historically, the law courses were the least satisfying, partly due to the use of visiting instructors to teach them. Since adding Jim Martin to the faculty, first as a limited-term professor of practice and now as non-tenure track teaching faculty, the course has drawn consistently high ratings.

The most troubling course currently is microeconomics, the core class with the lowest overall average (4.17) and most erratic pattern in recent years (with six sections in the past three years with means below 4.0). One possible explanation is a decline in the number of sections offered, and the consequent increase in class size. Another is the shortage of faculty with a strong desire to teach the course and the consequent reliance on doctoral students or reluctant faculty to teach the course.

Our online survey of alumni asked explicitly, “As the result of your GSU master’s program, how well do you feel you are prepared to**”** perform each of the five NASPAA competencies, with answer choices of “very unprepared, unprepared, prepared, and very prepared”). Overall, alumni reported high levels of preparation.

- 87% said they were prepared or very prepared “to lead and manage in public governance.” Only 13% felt unprepared and no one felt very unprepared.

- 87% also said they were prepared or very prepared “to participate in and contribute to the public policy process,” with only 13% saying they were unprepared and or very unprepared.

- 56% said they were “very prepared” and 42% said they were “prepared” to “analyze, synthesize, think critically, solve problems and make decisions.” Only 3% said they were unprepared.

- 41% were very prepared and 55% were prepared “to articulate and apply a public service perspective.”

- 52% said they were very prepared and 44% said they were prepared “to communicate and interact productively with a diverse and changing workforce and citizenry.”

OIR conducts exit surveys of graduating students on a recurring basis and uses questions appropriate to all graduate students. Most of them line up relatively well with NASPAA universal competencies. Students rate their abilities on a 6-point scale, both at entry and as they exit the master’s program, allowing us to assess how much they think they learned. Overall response rate by MPA students since Fall 2010 has been 56%.

As shown in Appendix Table 5A.6, the general pattern is that graduating students rate themselves at least 5.1, on average, on every item, and their mean ratings at exit are 0.5 to 1.7 points higher than at entry, with the greatest gains on the items where they gave themselves the lowest scores at entry. They rate themselves the highest (5.5) on a key skill for leading and managing: setting goals, prioritizing tasks, and meeting deadlines. They show the strongest gains on their awareness of the historical context of public administration and nonprofit management, which suggests that they have learned a great deal about where our public service values come from.

Similarly, on analyzing, synthesizing, thinking critically, solving problems, and making decisions, they already rated themselves highly at entry (4.8) on locating and organizing information from multiple sources, but they report a 0.6 point gain by the end of the program. They claimed much less expertise on research methods and evaluating the implications of research at entry, but reported gains of 1.5 points on both at program completion.

They also perceive an increased ability to articulate and apply a public service perspective, showing 0.8-point gains on both analyzing problems from multiple viewpoints and understanding the meaning of ethics in public and nonprofit administration.

The exit survey provides four measures of graduates' ability to communicate and interact effectively with a diverse and changing workforce and citizenry, by asking for their assessments of their abilities to write, speak, collaborate, and work with people who are culturally different. Our graduating master's students rated themselves between 5.3 and 5.5 on all four items, with gains of 0.5 to 0.7 since entry. The biggest gain was on collaboration, where they rated themselves relatively high on the ability to work with people from different cultural backgrounds (4.9) at program entry, but left with an even higher self-assessment of 5.5.

The graduate student thriving survey suggests overall satisfaction with our master's programs (Appendix 5, immediately following Table 5A.6). Scores are typically above 4.5 on a 6-point scale, with some of the highest scores coming on the feeling of belonging in the program (5.1) and being treated with respect by faculty (5.3). Respondents rated interactions with faculty and students, especially students of different ethnic backgrounds, relatively highly, between 4.5 and 5.0, on average. The clearest weaknesses are on students having a voice in the program (3.5) and feeling energized by the ideas they are learning in class (4.3), though only the latter is significantly worse (at the .05 level) than for all master's programs across the university; in contrast, the sense of being respected by faculty is significantly higher in PMAP than elsewhere. Since only 2 of 18 differences are statistically significant and the response rates are relatively low, we cannot draw real conclusions about differences. Tests of statistical significance are even weaker for male-female and white-minority comparisons within the program, but only two appear: minority students are more likely to feel they have a voice in the program, and men are more comfortable talking to faculty about their career choices. In sum, this small survey provides some evidence of an inclusive environment, with students feeling respected, if not included in decision making, with almost no evidence of race or gender differences in perceptions.

Third, for the multi-rater, multi-class assessment of the "lead and manage," public service values, and critical thinking competencies, all faculty who taught in the area rated a random sample of student products against a rubric the group had designed. Depending on the group, the rubric had 5 to 10 items and a 3- to 5-point scale. In most cases, work products had at least two assessors, neither of whom had already graded the work. Faculty sent their assessments to the committee chair, who assembled them and sent them back to the committee. The group then met to discuss their findings and determine whether to make changes in the courses or rubrics. In the reports attached, committees generally felt that students performed acceptably, with a few week spots: justification of hypotheses, description of data, and presentation of graphs and tables in 8121/8131; articulation of stakeholder and citizen roles in public program management in 8171; drawing conclusions based on an integration of budgetary and non-budgetary information in 8161; using their legal knowledge to solve problems in 8411; explicit discussion of stakeholders in 8111; and evaluating alternatives in 8210. (See Appendix Section 5A.8 for detailed analyses.)

How the evidence was used for program change(s) or the basis for determining that no change was needed:

First, the process of developing student learning outcomes, combined with trends in student enrollment by sub-field and considerations of teaching evaluations, contributed to a major reconsideration of the core curriculum. In our last self-study year, the MPA core curriculum was:

PAUS 8111 Public Administration and Organizations
PAUS 8091 Communication in Public Service
PAUS 8121 Applied Research Methods and Statistics I
PAUS 8131 Applied Research Methods and Statistics II
PAUS 8141 Microeconomics for Public Policy
PAUS 8151 Public Personnel Administration

PAUS 8161 Public Budgeting and Finance*
PAUS 8171 Public Management Systems and Strategies
PAUS 8000 level course chosen from the PAUS course offerings

* Students specializing in nonprofit management are encouraged to substitute PAUS 8261, Nonprofit Financial Management

In the years since,

1. We changed the name of the department from Public Administration and Urban Studies to Public Management and Policy and changed the course prefix from PAUS to PMAP to recognize the increasing importance of public policy in the school.

2. We changed the name of PMAP 8111 to Public Service and Democracy, both to emphasize the importance of the public good and to incorporate more material on the nonprofit sector, due to the growing number of nonprofit students.

3. We dropped the personnel course and substituted PMAP 8431 Leadership and Organizational Behavior, due to concerns that the personnel course had become too mechanical and to increase attention to leadership.

4. We substituted PMAP 8411 Law for Public Managers for the free-choice 8000-level course, due in part to advice from the MPA advisory board that this was crucial to our students.

5. With the continuing growth in the number of nonprofit management students, we developed a revised core curriculum for them. They substitute:
    a. PMAP 8210, Introduction to the Non Profit Sector, for PMAP 8111
    b. PMAP 8261, Nonprofit Financial Management, for PMAP 8161
    c. PMAP 8203, Nonprofit Advocacy, Law, and Policy, for PMAP 8411

Our WEAVE process demonstrates that our students are generally achieving the learning outcomes we have developed. When problems show up in a WEAVE report for a particular class, we have tracked the problem for the year to see whether this is a blip, which has typically been the case. Since 2008, the chair, department, or relevant faculty have developed an action plan whenever fewer than 80% of students at least partially fulfilled any learning objective. Some of the earliest action plans involved efforts to advance the uniformity of course content in core classes, while still allowing each faculty member freedom in designing courses that met the required learning objectives. Overall student performance has been good, however, and faculty have primarily adapted their own courses to respond to successes and challenges they have had in class.

Largely independent of the WEAVE reports, several faculty reported serious writing problems among their MPA students in the SSY. Responding to this challenge was a major topic of discussion in faculty meetings during 2013-14. The department hired a part-time instructor to teach a four-Saturday writing workshop, for which attendance was light but feedback positive. The school will include some writing exercises as part of orientation this fall and is reviewing whether to offer the workshops this year. Largely due to the efforts of PMAP faculty member Greg Streib, the University purchased a site license for Grammarly, a software package that students can use to improve their writing and that faculty can use to handle much of the correction of spelling, grammar, and organization. Grammarly and TurnItIn also provide stronger protection against plagiarism and allow students to see how easy it is to detect copying material from others.

Second, teaching evaluations contributed to a decision to move one faculty member into teaching assignments that better fit her interests and strengths. The strength of teaching evaluations in Law for Public Managers informed the department's decision on which field to hire a non-tenure track teaching faculty member in. Ongoing concerns about teaching evaluations in Microeconomics for Public Policy will inform the design of one of the tenure-track faculty searches this fall.

Evidence from the exit and graduate thriving surveys proved generally positive and is unlikely to lead to any immediate changes.

Third, the multi-rater assessment process has forced faculty conversations that have led to greater knowledge of what others are doing in their courses and encouraged individuals to make changes in their own teaching.

The Applied Research Methods and Statistics instructors have made a commitment to increase attention to the presentation of tables to make papers cleaner and more appropriate for sharing with employers. They will also make clearer the need to justify hypotheses and describe the strengths and weaknesses of data.

  - In the Summer 2014 section of PMAP 8131, Lewis shared the committee's rubric with students, provided a more explicit structure for the paper, and added two short pre-paper assignments that asked students to justify and test hypotheses, critique their data sets and research designs, and re-format their regression tables. He concluded that final papers were markedly better than in previous semesters.

- Public Service and Democracy will include a more explicit discussion of stakeholders

- Introduction to the Nonprofit Sector will explicitly teach a decision-making process that requires students to analyze a number of plausible alternatives to a public service dilemma.

- Both Management Systems and Strategy and Leadership and Organizational Behavior will change responses to case analyses to memo format to keep students focused on the most standard method of writing on the job.

- Law for Public Managers will add two new written assignments focused on problem solving in the context of a contemporary public law issue.

- All groups made at least minor changes to their rubrics, and faculty are adapting their teaching to be sure they cover everything included in the rubric.

APPENDIX 5
Table A5.1 Current WEAVE Goals and Objectives

Georgia State University

Detailed Assessment Report
2009-2010 Public Administration MPA

Mission/Purpose

The **Master of Public Administration (MPA) program** of the Andrew Young School of Policy Studies prepares students to become leaders in public service careers as executives, managers, analysts, and policy specialists in government and nonprofit organizations.

Goals

G 1: Understanding disciplinary and conceptual foundations of public administration

Students learn major disciplinary and conceptual foundations of public administration. This includes theories of organization and bureaucracy, administrative behavior and management, politics and administration, and public policy-making.

G 2: Understanding of basic methods and statistics for applied research

Students learn basic methods and statistics for research in the public and nonprofit sectors. These include the scientific method in applied research, elementary research design, measurement, qualitative research, computer-assisted data analysis, and beginning statistics including descriptive statistics, crosstabulation, introductory inferential statistics, and graphical presentations.

G 3: Understanding advanced research methods and statistics

Students understand advanced methods and statistics in applied research in the public and nonprofit sectors. These include survey research, experimental and quasi-experimental designs, sampling, and intermediate statistical techniques including analysis of variance, correlation and regression, and time-series analysis.

G 4: Understanding basic principles of microeconomics applied to public administration

Students will understand basic principles of microeconomics applied to public administration and policy.

G 5: Understanding practice and problems of budgeting and finance in government

Students understand the practice and problems of budgeting and finance in the public sector. This includes fiscal management in government with special emphasis on budgetary procedures and the means of budgetary analysis.

G 6: Understanding approaches to management systems and strategies in public organizations

Students understand the approaches to the management of systems and strategies in public organizations focusing primarily on problem-solving strategies and techniques for use at the executive and operating levels.

G 7: Understanding legal issues relevant to public organizations

Students understand basic legal issues relevant to the managers of public organizations.

G 8: Understanding theories and practice of leadership and organizational behavior

Students understand theories and practice of leadership and organizational behavior. This includes communication, motivation, group dynamics, organizational change, leadership and decision making in public organizations.

Table A5.2 Universal Required Competencies as Operationalized through WEAVE Goals and Objectives

To lead and manage in public governance

G 1: Understanding disciplinary and conceptual foundations of public administration

G 5: Understanding practice and problems of budgeting and finance in government

G 6: Understanding approaches to management systems and strategies in public organizations

G 7: Understanding legal issues relevant to public organizations

G 8: Understanding theories and practice of leadership and organizational behavior

- M 1: Describe and analyze the key models of government and administrative reform or demonstrate knowledge of important contemporary organizational and environmental challenges faced by leaders and managers of nonprofit organizations …
- M 3: Describe the nature and function of the public sector or demonstrate an understanding of the scope and significance of the nonprofit sector in the U.S. and abroad.
- M 14: Demonstrate an ability to describe the technical nature and process of budgeting and showed an understanding of how to evaluate the financial health of an organization in the public or nonprofit sector.
- M 15: Demonstrate an ability to compare the politics of budgeting with rational methods of resource allocation or Demonstrate knowledge of how organizational characteristics and external sources of regulation and funding affect nonprofit financial management.
- M 16: Demonstrate ability to identify key components of results oriented management frameworks.
- M 17: Demonstrate understanding of models of organizational structure and design.
- M 18: Demonstrate knowledge of contract law and administrative law, including rulemaking, adjudication of administrative action, and judicial review of administrative action or demonstrate knowledge of nonprofit law in the areas of charitable giving, advocacy, lobbying, commercial activity, fundraising and employee compensation.
- M 19: Evaluated the legal rights and responsibilities of public and nonprofit managers and employees.
- M 21: Demonstrate ability to evaluate major theories of leadership and organizational behavior.

- M 22: Demonstrate how organizational and leadership theories are applied in public and nonprofit organizations.
- M 23: Demonstrate how to use organizational theories to solve management problems in public and nonprofit agencies.

To participate in and contribute to the policy process

G 1: Understanding disciplinary and conceptual foundations of public administration

G 4: Understanding basic principles of microeconomics applied to public administration

- M 1: Describe and analyze the key models of government and administrative reform or demonstrate knowledge of important contemporary organizational and environmental challenges faced by leaders and managers of nonprofit organizations …
- M 3: Describe the nature and function of the public sector or demonstrate an understanding of the scope and significance of the nonprofit sector in the U.S. and abroad.
- M 10: Demonstrate graduate-level writing skills in policy-relevant research that requires interpretation of statistical data
- M 12: Ability to apply basic theoretical and empirical tools of economic analysis to policy issues affecting the public and nonprofit sectors.
- M 13: Demonstrate understanding of the market failures and the potential role of the public and nonprofit sectors.
- M 15: Demonstrate an ability to compare the politics of budgeting with rational methods of resource allocation or Demonstrate knowledge of how organizational characteristics and external sources of regulation and funding affect nonprofit financial management.

To analyze, synthesize, think critically, solve problems, and make decisions

G 2: Understanding of basic methods and statistics for applied research

G 3: Understanding advanced research methods and statistics

G 4: Understanding basic principles of microeconomics applied to public administration

G 9: Understanding how to effectively analyze problems, develop solutions, and communicate about policy and management issues in the public and nonprofit sectors.

- M 4: Apply basic concepts of measures and using data sets.
- M 5: Demonstrate skills using the computer to perform basic statistical analysis.
- M 6: Demonstrate ability to develop hypotheses, choose appropriate statistics to test them, and correctly describe the results.
- M 7: Demonstrate ability to apply introductory statistical techniques to analyze questions facing public and nonprofit managers.
- M 8: Demonstrate understanding of principles of research design methods appropriate to public and nonprofit administration and policy
- M 9: Ability to interpret regression coefficients on interval-level and dummy independent variables
- M 10: Demonstrate graduate-level writing skills in policy-relevant research that requires interpretation of statistical data
- M 11: Demonstrate understanding of microeconomic principles.
- M 12: Ability to apply basic theoretical and empirical tools of economic analysis to policy issues affecting the public and nonprofit sectors.
- M 13: Demonstrate understanding of the market failures and the potential role of the public and nonprofit sectors.

To articulate and apply a public service perspective

G 1: Understanding disciplinary and conceptual foundations of public administration

G 7: Understanding legal issues relevant to public organizations

- M 2: Identify major ethical issues that arise in the public or nonprofit sector.
- M 3: Describe the nature and function of the public sector or demonstrate an understanding of the scope and significance of the nonprofit sector in the U.S. and abroad.

To communicate and interact productively with a diverse and changing workforce and citizenry

G 9: Understanding how to effectively analyze problems, develop solutions, and communicate about policy and management issues in the public and nonprofit sectors.

- M 25: Demonstrate an ability to effectively communicate verbally or through writing (depending on the nature of the course) about public or nonprofit policy and management issues and problems.

Table A5.3 Revisions to WEAVE Goals and Objectives in 2009-10

Georgia State University

Detailed Assessment Report
2009-2010 Public Administration MPA

Mission/Purpose

The **Master of Public Administration (MPA) program** of the Andrew Young School of Policy Studies prepares students to become leaders ~~in public service careers~~ as executives, managers, analysts, and policy specialists in ~~government~~ public and nonprofit ~~organizations~~sectors.

Goals

G 1: Understanding disciplinary and conceptual foundations of public or nonprofit administration (PMAP 8111 or PMAP 8210)

Students learn major disciplinary and conceptual foundations of public or nonprofit management and policy~~administration~~. This includes theories of organization, ~~and bureaucracy,~~ administrative behavior and management, politics and administration, ~~and~~ public policy-making, and ethics in the public and nonprofit sectors.

G 2: Understanding of basic methods and statistics for applied research (PMAP 8121)

Students learn basic methods and statistics for research in the public and nonprofit sectors. These include the scientific method in applied research, elementary research design, measurement, quantitative and qualitative research, computer-assisted data analysis, and beginning statistics including descriptive statistics, crosstabulation, introductory inferential statistics, and graphical presentations.

G 3: Understanding advanced research methods and statistics (PMAP 8131)

Students understand intermediate~~advanced~~ methods and statistics in applied research in the public and nonprofit sectors. These include survey research, experimental and quasi-experimental designs, sampling, and intermediate statistical techniques including analysis of variance, correlation and regression, and time-series analysis.

G 4: Understanding basic principles of microeconomics as applied to the public and nonprofit sectors~~public administration~~ (PMAP 8141)

Students will understand basic principles of microeconomics as applied to the public and nonprofit sectors. ~~public administration and policy.~~

G 5: Understanding practice and problems of budgeting and finance in ~~government~~public or nonprofit organizations (PMAP 8161 or PMAP 8261)

Students understand the practice and problems of budgeting and finance in the public or nonprofit sectors. This includes fiscal management in governmental or nonprofit organizations as well as ~~with special emphasis on~~ budgetary procedures and ~~the means of~~an introduction to analyzing the fiscal health of an organization~~budgetary analysis~~.

G 6: Understanding approaches to management systems and strategies in ~~nonprofit and~~ public and nonprofit organizations (PMAP 8171)

Students understand management theories, ~~the~~ approaches and strategies to advance the effective operations of public and nonprofit organizations. Students gain practice in recognizing and employing ~~to the management of systems and strategies in public and nonprofit organizations focusing primarily on~~ problem-solving strategies and techniques for use at the executive and operating levels.

G 7: Understanding legal issues relevant to public and nonprofit organizations (PMAP 8411 or PMAP 8203)

Students understand basic legal issues relevant to the governance and management ~~managers~~ of public and nonprofit organizations.

G 8: Understanding theories and practice of leadership and organizational behavior relevant to public and nonprofit organizations (PMAP 8431)

Students understand theories and practice of leadership and organizational behavior. This includes communication, motivation, group dynamics, organizational change, leadership~~whip~~ and decision making in public and nonprofit organizations.

G 9: Understanding how to effectively analyze problems, develop solutions, and communicate about policy and management issues in the public and nonprofit sectors. (All Courses)

Students understand how to critically assess public or nonprofit policy and management issues and to develop solutions through research and analysis. Students understand how to effectively communicate verbally and through writing about public or nonprofit policy and management issues, problems, and solutions.

Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: Demonstrate an understanding of models of government and administrative reform or demonstrate knowledge of important contemporary organizational and environmental challenges faced by leaders and managers of nonprofit organizations and the policy and management issues that now confront the sector (PMAP 8111 or PMAP 8210)

Students demonstrate their understanding of key difference among the models of government and administrative reform which drive public policy in the US and elsewhere~~.~~ or demonstrate knowledge of important contemporary organizational and environmental challenges faced by leaders and managers of nonprofit organizations and the policy and management issues that now confront the sector.

Related Measures:

M 1: Describe and analyze the key models of government and administrative reform or demonstrate knowledge of important contemporary organizational and environmental challenges faced by leaders and managers of nonprofit organizations and the policy and management issues that now confront the sector (PMAP 8111 or PMAP 8210)

Source of Evidence: Academic direct measure of learning - other

O 2: Identify ~~major~~ key ethical issues that arise in the public or nonprofit sector~~public service~~ (PMAP 8111 or PMAP 8210)

Students must be able to identify the major ethical issues that arise in the public or nonprofit sector~~service~~.

Related Measures:

M 2: Identify major ethical issues that arise in the public or nonprofit sector (PMAP 8111 or PMAP 8210) ~~public service~~

Source of Evidence: Academic direct measure of learning - other

O 3: Analyze the nature and function of the public sector or demonstrate an understanding of the scope and significance of the nonprofit sector in the U.S. and abroad (PMAP 8111 or PMAP 8210)

Students analyze the nature and function of the public service in the US, including the importance of public service in modern societies or demonstrate an understanding of the scope and significance of the nonprofit sector in the U.S. and abroad.

Related Measures:

M 3: Describe the nature and function of the public sector or demonstrate an understanding of the scope and significance of the nonprofit sector in the U.S. and abroad (PMAP 8111 or PMAP 8210)

Source of Evidence: Academic direct measure of learning - other

O 4: Apply basic concep~~n~~ts of measures and data sets (PMAP 8121)

Students must demonstrate the ability to apply basic concepts of measures and data sets.

Related Measures:

M 4: Apply basic concepts of measures and using data sets (PMAP 8121)

Source of Evidence: Academic direct measure of learning - other

O 5: Demonstrate skills using the computer to perform basic statistical analysis (PMAP 8121)

Students demonstrate skills using the computer to perform basic statistical analysis using SPSS.

Related Measures:

M 5: Demonstrate skills using the computer to perform basic statistical analysis (PMAP 8121)

Source of Evidence: Academic direct measure of learning - other

O 6: Demonstrate the ability to develop hypotheses, choose appropriate statistics to test them, and correctly describe the results (PMAP 8121)

Students are able to demonstrate the ability to develop hypotheses, choose appropriate statistics to test them, and describe the results correctly.

Related Measures:

M 6: Demonstrate ability to develop hypotheses, choose appropriate statistics to test them, and correctly describe the results (PMAP 8121)

Source of Evidence: Academic direct measure of learning - other

O 7: Demonstrate ability to apply introductory statistical techniques to analyze questions facing public and nonprofit managers (PMAP 8121)

Students must demonstrate the ability to apply introductory statistical techniques to analyze the kinds of questions facing public and nonprofit managers.

Related Measures:

M 7: Demonstrate ability to apply introductory statistical techniques to analyze questions facing public and nonprofit managers (PMAP 8121)

Source of Evidence: Academic direct measure of learning - other

O 8: Demonstrate understanding of principles of research design methods appropriate to public and nonprofit administration and policy (PMAP 8131)

Students demonstrate the ability to understand basic principles of research design methods appropriate for research in public and nonprofit administration and policy.

Related Measures:

M 8: Demonstrate understanding of principles of research design methods appropriate to public and nonprofit administration and policy (PMAP 8131)

Source of Evidence: Academic direct measure of learning - other

O 9: Ability to interpret regression coefficients on interval-level and dummy independent variables (PMAP 8131)

Students must demonstrate the ability to interpret regression coefficients on interval-level and dummy independent variables in both bivariate and multiple regression.

Related Measures:

M 9: Ability to interpret regression coefficients on interval-level and dummy independent variables (PMAP 8131)

Source of Evidence: Academic direct measure of learning - other

O 10: ~~Ability to d~~Demonstrate ~~master~~graduate-level writing skills in policy-relevant research that requires interpretation of statistical data (PMAP 8131)

Students demonstrate graduate~~master~~-level skills writing a policy-relevant research paper using real-world context. Students must be able to emphasize interpretation and application of statistics in reports.

Related Measures:

M 10: ~~Ability to d~~Demonstrated ~~master~~graduate-level writing skills in policy-relevant research that requires interpretation of statistical data (PMAP 8131)

Source of Evidence: Academic direct measure of learning - other

O 11: Demonstrate understanding of microeconomic principles. ~~and the public sector~~(PMAP 8141)

Students demonstrate an understanding of microeconomic principles (such as supply and demand and market dynamics)~~ and the public sector~~.

Related Measures:

M 11: Demonstrated understanding of microeconomic principles ~~and the public sector~~ (PMAP 8141)

Source of Evidence: Academic direct measure of learning - other

O 12: Apply basic theoretical and empirical tools of economic analysis to ~~public~~ policy issues affecting the public and nonprofit sectors~~issues~~ (PMAP 8141)

Students will be able to apply basic theoretical and empirical tools of economic analysis to policy issues affecting the public and nonprofit ~~policy issues~~sectors.

Related Measures:

M 12: Ability to apply basic theoretical and empirical tools of economic analysis to policy issues affecting the public and nonprofit ~~policy issues~~sectors(PMAP 8141)

Source of Evidence: Academic direct measure of learning - other

O 13: Demonstrate an understanding of market failure and the potential role of the public and nonprofit sectors. ~~the effects of public expenditures programs~~(PMAP 8141)

Students demonstrate an understanding of market failure and the potential role of the public and nonprofit sectors. ~~the effects of public expenditures programs on the distribution of income and its role in public sector decision-making.~~

Related Measures:

M 13: Demonstrated understanding of the ~~effects of~~ market failures and the potential role of the public and nonprofit ~~expenditures programs~~sectors (PMAP 8141)

Source of Evidence: Academic direct measure of learning - other

O 14: Describe the technical nature and process of public or nonprofit budgeting and demonstrate an understanding of how to assess the financial health of an

organization in the public or nonprofit sector (PMAP 8161 or PMAP 8261) ~~public budgeting~~

Students describe and explain the technical nature of public or nonprofit budgeting in the U.S., including the timetable and rules of the process that are typical of the three levels of government or typical of the nonprofit sector. Students should be able to conduct a budget analysis and demonstrate an understanding of key indicators of financial health. ~~-~~

Related Measures:

M 14: Demonstrated an ability to describe the technical nature and process of ~~public budgeting~~ budgeting and showed an understanding of how to evaluate the financial health of an organization in the public or nonprofit sector (PMAP 8161 or PMAP 8261)

Source of Evidence: Academic direct measure of learning - other

O 15: Compare the politics ~~political aspects~~ of budgeting with rational methods of resource allocation or explain how organizational characteristics and external sources of regulation and funding affect nonprofit financial management (PMAP 8161 or PMAP 8261)

Students will be able to assess, explain, and compare the politics~~al aspects~~ of budgeting with rational methods of resource allocation in the U.S. or explain how organizational characteristics and external sources of regulation and funding affect nonprofit financial management.

Related Measures:

M 15: Demonstrated an ability to compare the politics ~~al aspects~~ of budgeting with rational methods of resource allocation or demonstrated knowledge of how organizational characteristics and external sources of regulation and funding affect nonprofit financial management (PMAP 8161 or PMAP 8261)

Source of Evidence: Academic direct measure of learning - other

O 16: Demonstrate ability to identify key components of results oriented management frameworks (PMAP 8171)

Students demonstrate the ability to identify key components of results oriented management frameworks as they apply in the public and nonprofit sectors.

Related Measures:

M 16: Demonstrated ability to identify key components of results oriented management frameworks (PMAP 8171)

Source of Evidence: Academic direct measure of learning - other

O 17: Demonstrate understanding of models of organizational structure and design (PMAP 8171)

Students demonstrate the ability to understand the advantages and disadvantages of various models of organizational structure and design.

Related Measures:

M 17: Demonstrated understanding of models of organizational structure and design (PMAP 8171)

Source of Evidence: Academic direct measure of learning - other

O 18: Demonstrate knowledge of contract law and administrative law, including rulemaking, adjudication of administrative action, and judicial review of administrative action or ~~ability to perform basic legal research, read judicial opinions, and negotiate contracts~~demonstrate knowledge of nonprofit law in the areas of charitable giving, advocacy, lobbying, commercial activity, fundraising and employee compensation. (PMAP 8411 or PMAP 8203)

Students ~~able to~~ demonstrate knowledge of contract law and administrative law, including rulemaking, adjudication of administrative action and judicial review of administrative action ~~the ability to perform basic legal research, read judicial opinions, and negotiate contracts~~or demonstrate knowledge of nonprofit law in the areas of charitable giving, advocacy, lobbying, commercial activity, fundraising and employee compensation.~~.~~

Related Measures:

M 18: Demonstrated knowledge of contract law and administrative law, including rulemaking, adjudication of administrative action and judicial review of administrative action or demonstrated knowledge of nonprofit law in the areas of charitable giving, advocacy, lobbying, commercial activity, fundraising and employee compensation. **~~ability to perform basic legal research, read judicial opinions, and negotiate contracts~~(PMAP 8411 or PMAP 8203)**

Source of Evidence: Academic direct measure of learning - other

O 19: Evaluate the ~~constitutional~~ legal rights and responsibilities of public or nonprofit ~~and nonprofit~~ managers and employees (PMAP 8411 or PMAP 8203)

Students able to evaluate the ~~constitutional~~ legal rights and responsibilities of public or nonprofit ~~and nonprofit~~ managers and employees.

Related Measures:

M 19: Evaluated the ~~constitutional~~ legal rights and responsibilities of public and nonprofit managers and employees (PMAP 8411 or PMAP 8203)

Source of Evidence: Academic direct measure of learning - other

~~**O 20: Demonstrate understanding of administrative, adjudicatory, and alternative dispute resolution**~~

~~Students demonstrate ability to understand administrative, adjudicatory, and alternative dispute resolution avenues to resolve conflict and grievences.~~

~~**Related Measures:**~~

~~**M 20: Demonstrated understanding of administrative, adjudicatory, and alternative dispute resolution**~~

~~*Source of Evidence:* Academic direct measure of learning - other~~

O 21: Ability to evaluate major theories of leadership and organizational behavior (PMAP 8431)

Students able to identify and evaluate the major theories of leadership and organizational behavior.

Related Measures:

M 21: Demonstrated ability to evaluate major theories of leadership and organizational behavior (PMAP 8431)

Source of Evidence: Academic direct measure of learning - other

O 22: Demonstrate how organizational and leadership theories are applied in public and nonprofit organizations (PMAP 8431)

Students able to demonstrate how specific organizational and leadership theories are applied in public and nonprofit organizations.

Related Measures:

M 22: Demonstrated how organizational and leadership theories are applied in public and nonprofit organizations (PMAP 8431)

Source of Evidence: Academic direct measure of learning - other

O 23: Demonstrate how to use organizational theories to solve management problems in public and nonprofit agencies (PMAP 8431)

Students demonstrate how to use organizational theories and related tools to solve practical management problems in a public and nonprofit agency.

Related Measures:

M 23: Demonstrated how to use organizational theories to solve management problems in public and nonprofit agencies (PMAP 8431)

Source of Evidence: Academic direct measure of learning - other

O 24: Demonstrate an ability to effectively analyze problems and develop solutions. (All Courses)

Students will demonstrate an ability to use critical thinking skills to analyze problems and develop solutions to these problems.

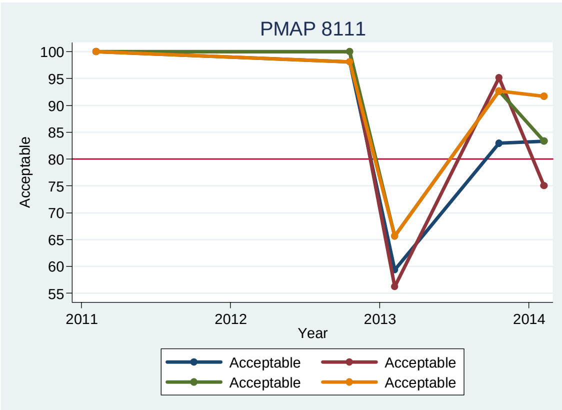
M 24: Demonstrate an ability to analyze problems and develop solutions using written, analytical or quantitative skills depending on the nature of the class. (All Courses)

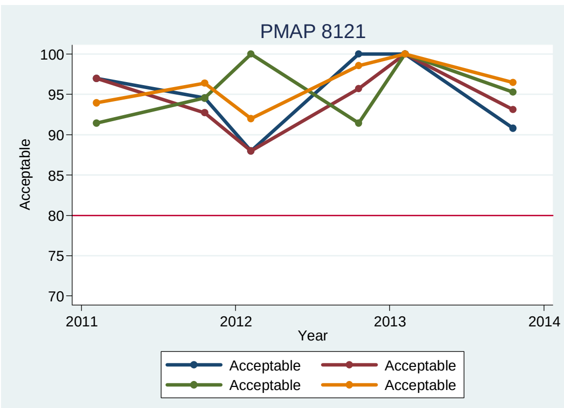
O25: Demonstrate an ability to effectively communicate verbally or through writing (depending on the nature of the course) about public or nonprofit policy and management issues, problems, and solutions. (All Courses)

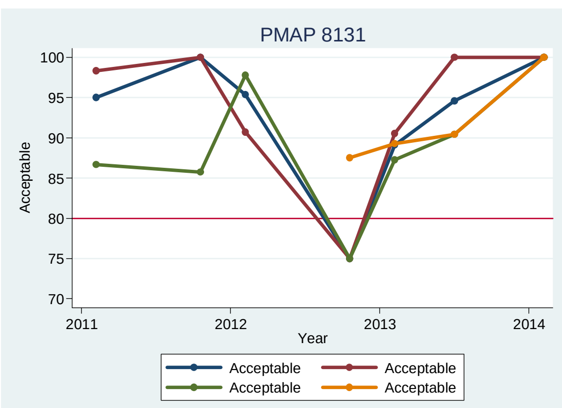
Students will demonstrate an ability to communicate clearly and concisely through written or oral communication. Different classes will emphasize different aspects of communication skills depending on the nature of the material to be covered.

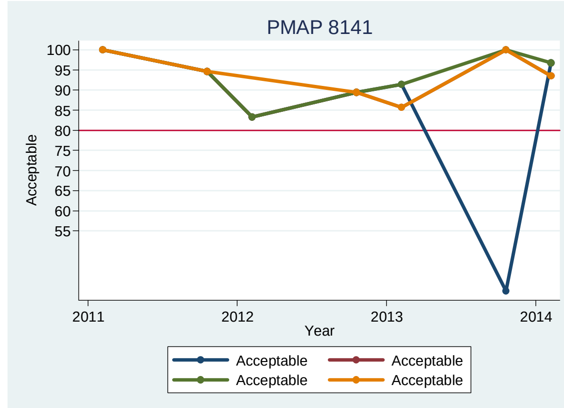
M 25: Demonstrate an ability to effectively communicate verbally or through writing (depending on the nature of the course) about public or nonprofit policy and management issues and problems. (All Courses)

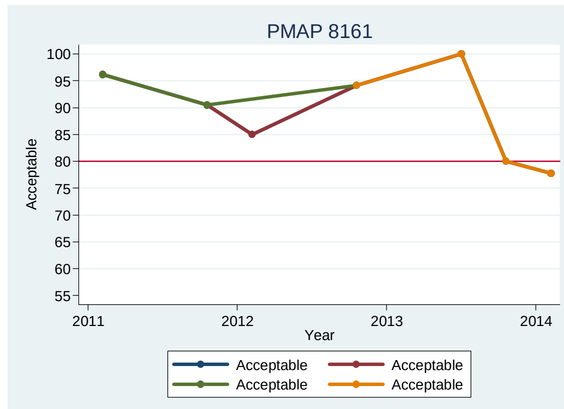
Appendix Graphs 5A.4 WEAVE Performance

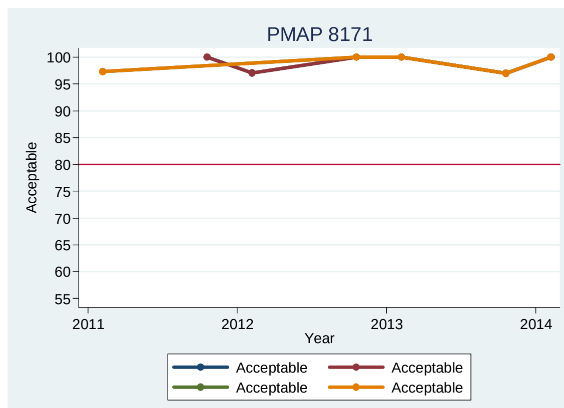


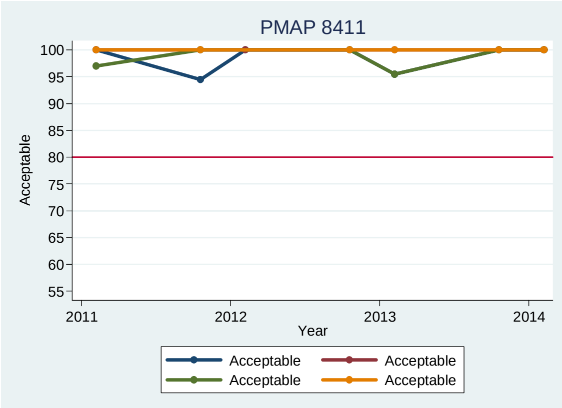


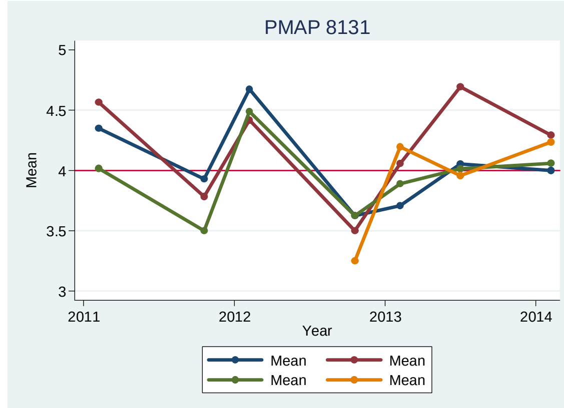


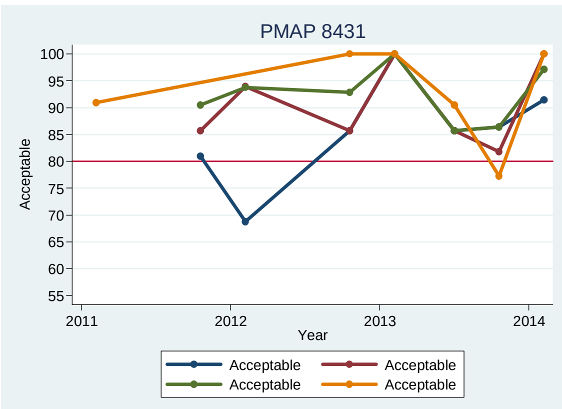


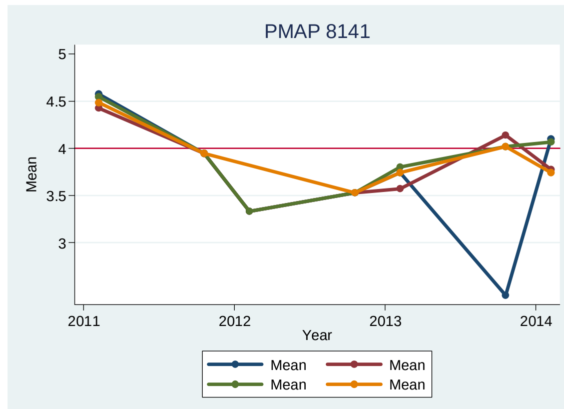


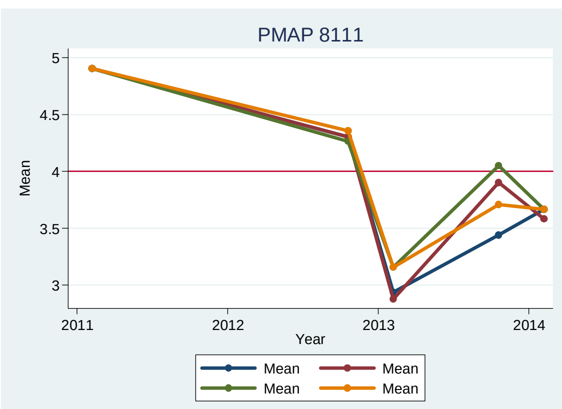


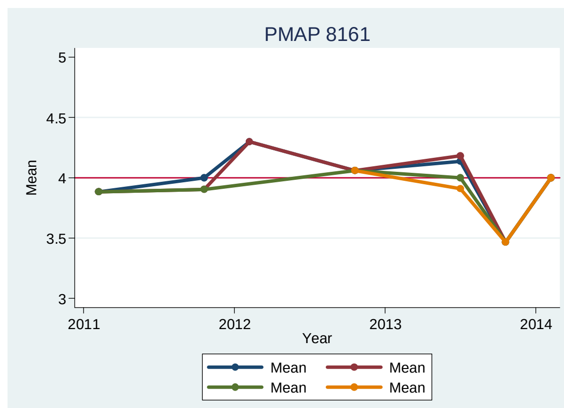

PMAP 8411
Acceptable
100
95
90
85
80
75
70
65
60
55
2011
2012
2013
2014
Year
Acceptable
Acceptable
Acceptable
Acceptable

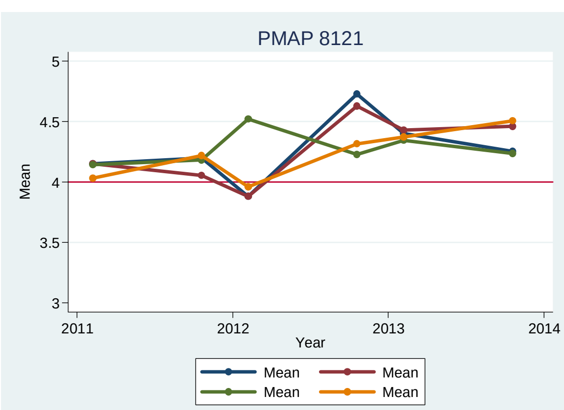

PMAP 8131
Mean
5
4.5
4
3.5
3
2011
2012
2013
2014
Year
Mean
Mean
Mean
Mean

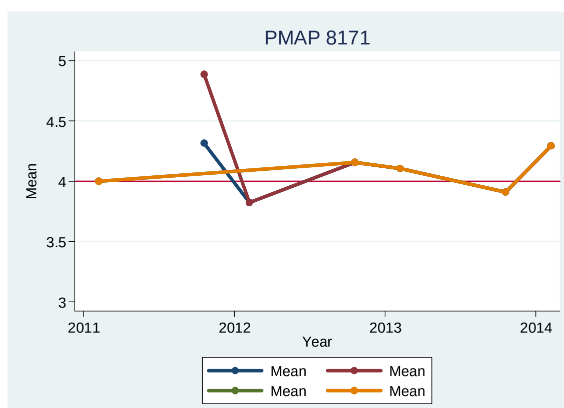

PMAP 8431
Acceptable
100
95
90
85
80
75
70
65
60
55
2011
2012
2013
2014
Year
Acceptable
Acceptable
Acceptable
Acceptable

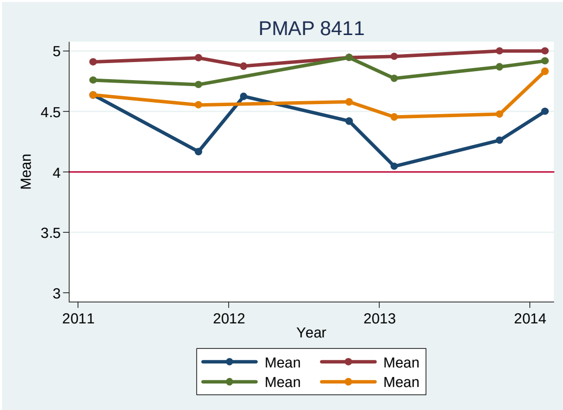

PMAP 8141
Mean
5
4.5
4
3.5
3
2011
2012
2013
2014
Year
Mean
Mean
Mean
Mean

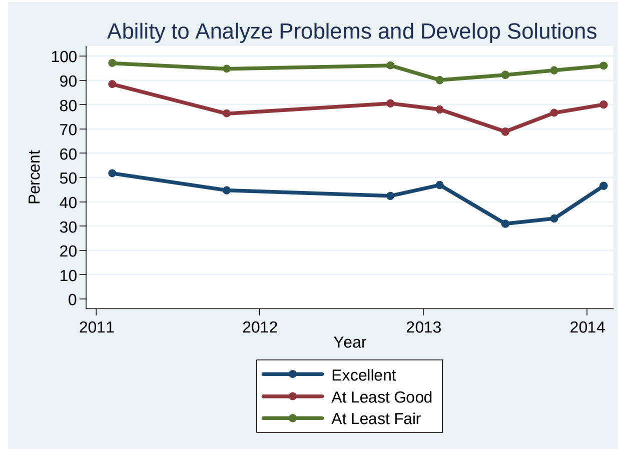

PMAP 8111
Mean
5
4.5
4
3.5
3
2011
2012
2013
2014
Year
Mean
Mean
Mean
Mean

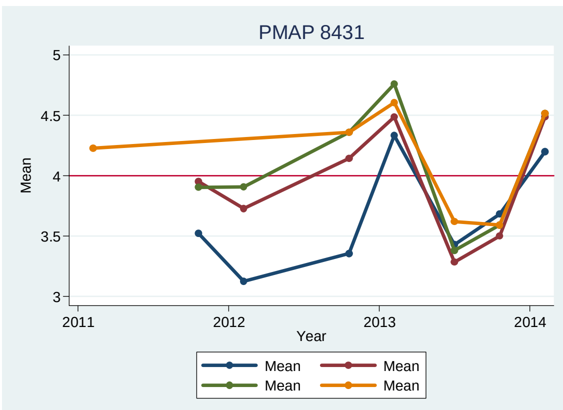

PMAP 8161
Mean
5
4.5
4
3.5
3
2011
2012
2013
2014
Year
Mean
Mean
Mean
Mean

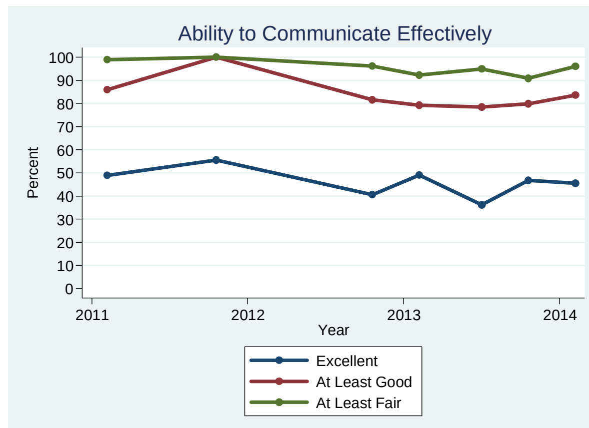

PMAP 8121
Mean
5
4.5
4
3.5
3
2011
2012
2013
2014
Year
Mean
Mean
Mean
Mean


PMAP 8171
Mean
5
4.5
4
3.5
3
2011
2012
2013
2014
Year
Mean
Mean
Mean
Mean

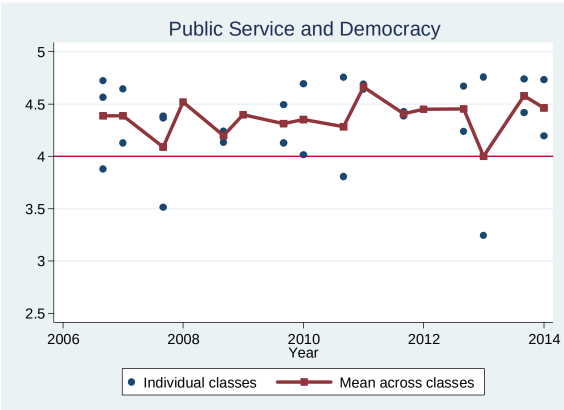

PMAP 8411
Mean
5
4.5
4
3.5
3
2011
2012
2013
2014
Year
Mean
Mean
Mean
Mean

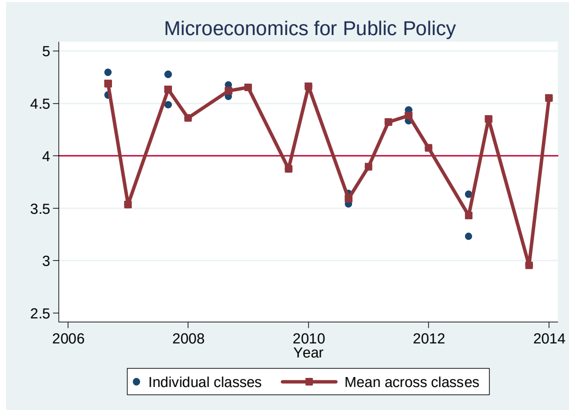

Ability to Analyze Problems and Develop Solutions
Percent
100
90
80
70
60
50
40
30
20
10
0
2011
2012
2013
2014
Year
Excellent
At Least Good
At Least Fair

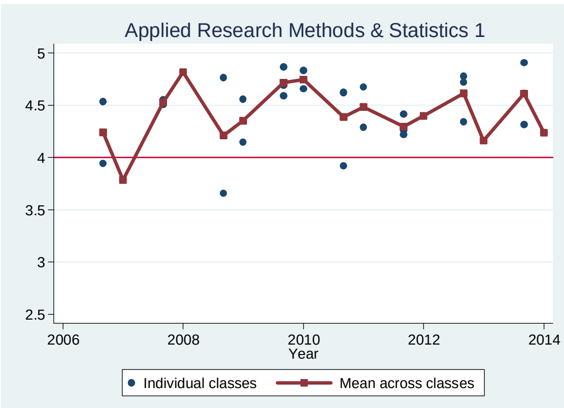

PMAP 8431
Mean
5
4.5
4
3.5
3
2011
2012
2013
2014
Year
Mean
Mean
Mean
Mean

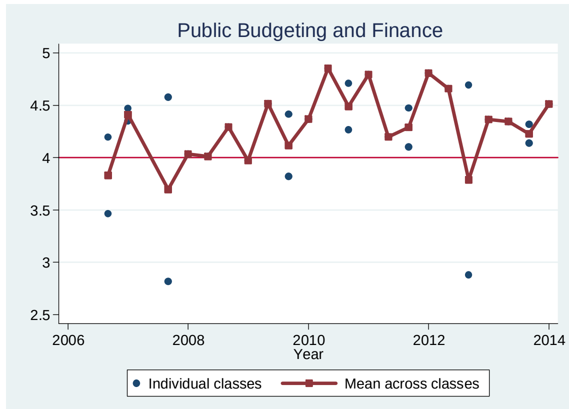

Ability to Communicate Effectively
Percent
100
90
80
70
60
50
40
30
20
10
0
2011
2012
2013
2014
Year
Excellent
At Least Good
At Least Fair

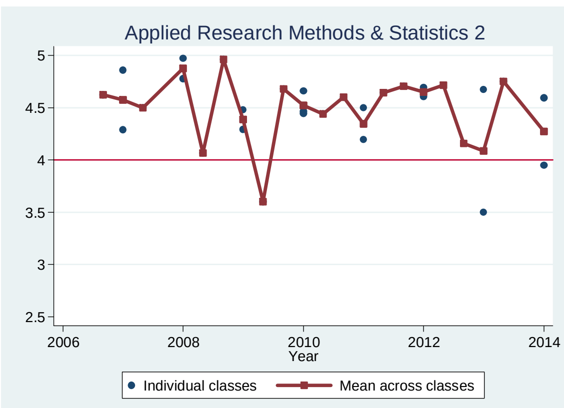
Appendix Graphs 5A.5 Teaching Evaluations

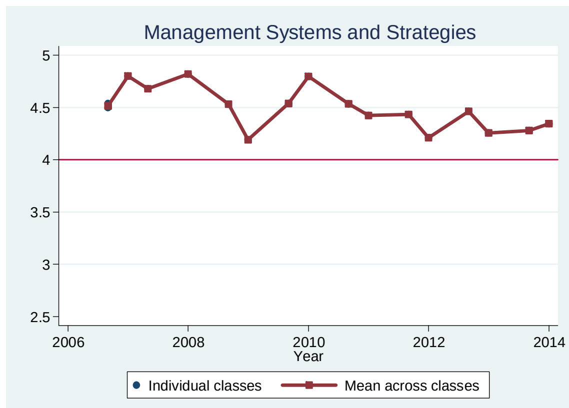


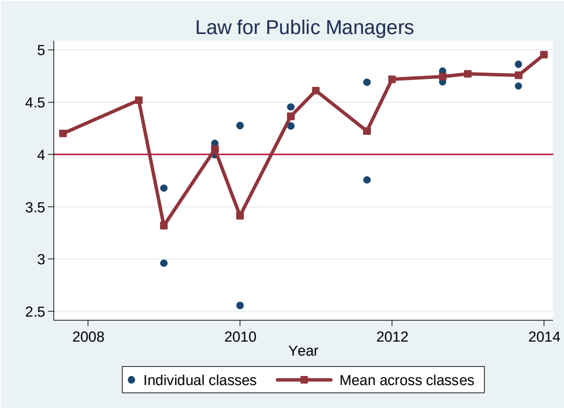











Law for Public Managers
5
4.5
4
3.5
3
2.5
2008
2010
2012
2014
Year
Individual classes
Mean across classes


Leadership and Organizational Behavior
5
4.5
4
3.5
3
2.5
2006
2008
2010
2012
2014
Year
Individual classes
Mean across classes

APPENDIX TABLE 5A.6

EXIT SURVEY RESULTS, 2010-14
SELF-PERCEPTIONS OF UNIVERSAL REQUIRED COMPETENCIES
AT ENTRY AND EXIT

To lead and manage in public governance

Setting goals, prioritizing tasks, and meeting deadlines		
Entry	4.92	
Exit	5.49	
Change		0.57
Awareness of historical contexts surrounding your area of study		
Entry	3.46	
Exit	5.19	
Change		1.73

To analyze, synthesize, think critically, solve problems, and make decisions

Locating and organizing information from multiple sources		
Entry	4.85	
Exit	5.42	
Change		0.57
Demonstrating competence in specific research methods appropriate to your area of specialization		
Entry	3.58	
Exit	5.12	
Change		1.54
Effectively evaluate implications and applications of research in your field		
Entry	3.56	
Exit	5.11	
Change		1.55

To articulate and apply a public service perspective

Analyzing problems from different points of view		
Entry	4.59	
Exit	5.39	
Change		0.80
Knowledgeable about the tenets of ethical practice		
Entry	4.64	
Exit	5.43	
Change		0.79

To communicate and interact productively with a diverse and changing workforce and citizenry

Writing clearly and effectively		
Entry	4.99	
Exit	5.51	
Change		0.52
Speaking clearly and effectively		
Entry	4.81	
Exit	5.31	
Change		0.50
Collaborating effectively with colleagues (e.g., other students, researchers, faculty)		
Entry	4.69	
Exit	5.41	
Change		0.72
Working with individuals who are culturally different from you		
Entry	4.95	
Exit	5.47	
Change		0.52

Sample size	117
Overall response rate	56%

Gains over Course of Degree Program, by Year of Graduation

	2010-11	2011-12	2012-13	2013-14
To lead and manage in public governance				
Setting goals, prioritizing tasks, and meeting deadlines	0.66	0.50	0.45	0.69
Awareness of historical contexts surrounding your area of study	2.14	1.43	1.48	1.79
To analyze, synthesize, think critically, solve problems, and make decisions				
Locating and organizing information from multiple sources	0.74	0.58	0.44	0.50
Demonstrating competence in specific research methods appropriate to your area of specialization	1.86	1.25	1.19	1.77
Effectively evaluate implications and applications of research in your field	1.80	1.37	1.37	1.63
To articulate and apply a public service perspective				
Analyzing problems from different points of view	1.11	0.66	0.56	0.78
knowledgeable about the tenets of ethical practice	0.86	0.74	0.85	0.73
To communicate and interact productively with a diverse and changing workforce and citizenry				
Writing clearly and effectively	0.52	0.54	0.30	0.77
Speaking clearly and effectively	0.63	0.54	0.26	0.54
Collaborating effectively with colleagues (e.g., other students, researchers, faculty)	0.89	0.82	0.63	0.46
Working with individuals who are culturally different from you	0.60	0.67	0.33	0.42

Graduate Student Thriving Survey 2014

MPA/MPP Students' Perceptions of Program Climate

Office of Institutional Research

6/26/2014

TABLE OF CONTENTS

Methodological Notes

Sample and Response Rate

The Graduate Thriving Survey was administered to a random sample of 3464 ***degree-seeking graduate and professional students*** at Georgia State University, in spring 2014. The table below indicates the number of students invited to participate in the survey and the actual response rate.

Table 1. Population, Sample, and Response Rate

	Population	Randomly sampled	Respondents	Response rate
GSU (Combined)	6930	3464	594	17.1%
MPA/MPP	254	126	30	23.8%

Important note*: The Office of Institutional Research advise users of these data to exercise caution when using or interpreting the data, due to low response rate. The sample for this survey was meant to be representative of degree-seeking graduate and professional students who were enrolled at Georgia State University in spring 2014. However, because of low response rate, students who actually participated in the survey may differ systematically from sampled students who did not respond. Consequently, results may not be generalizable to the target population.*

Statistical Analysis

Each table presents the following elements:

- *Mean*
- *Standard deviation* (*SD*)
- *Number of respondents* (*n*)
- *Statistical significance* (*sig*): Asterisks denote items with mean differences (between groups) that are larger than would be expected by chance alone.
- *Effect size*: This value is calculated by dividing the mean difference by the pooled standard deviation. It indicates the "practical significance" of the mean difference. The effect size was computed only for items that showed statistical significance. The effect size could be interpreted as follows:
    - < 0.15: negligible effect
    - >= 0.15 and < 0.40: small effect
    - >= 0.40 and < 0.75: medium effect
    - >=0.75: large effect
    - The effect size will be positive, if the mean in column 2 is greater than the mean in column 5; it will be negative if the mean in column 5 is greater than the mean in column 2.

Table 2. Comparing MPA/MPP Students: Gender

	Female			Male			Means Comparison	
	Mean	SD[a]	n[b]	Mean	SD	n	Sig[c]	Effect Size[d]
Engaged Learning (Scale: 1 = Strongly disagree to 6 = Strongly agree)								
I feel as though I am learning things in my classes that are worthwhile to me as a person.	5.11	0.76	18	4.50	1.24	12		
I feel energized by the ideas I am learning in most of my classes.	4.50	1.15	18	3.92	1.73	12		
Psychological Sense of Community (Scale: 1 = Strongly disagree to 6 = Strongly agree)								
I feel like I belong in this graduate program.	5.06	0.80	18	5.17	0.94	12		
I have found that my graduate program is a good fit for me.	4.72	0.67	18	4.83	0.83	12		
There is a strong sense of community among students in my program.	4.28	1.07	18	4.50	1.57	12		
Students have a voice in what happens in this program.	3.72	1.07	18	3.25	1.42	12		
Department Climate (Scale: 1 = Strongly disagree to 6 = Strongly agree)								
I am comfortable talking to the faculty in my department about my career choices.	4.39	1.33	18	5.25	0.87	12	*	-0.73
Students are treated with respect by the faculty in my program.	5.22	0.65	18	5.33	0.65	12		
My overall experience in this program has been positive.	4.94	0.80	18	4.92	0.90	12		
The faculty in my program don't seem to have time for me.[e]	4.67	1.08	18	5.42	1.00	12		
The faculty in my program are more interested in their own research than in student learning.[e]	4.67	1.19	18	4.92	1.16	12		
I have experienced discrimination from the faculty in my program based on my gender.[e]	5.35	0.70	17	5.67	0.49	12		
I have experienced discrimination from the faculty in my program based on my race.[e]	5.39	0.78	18	5.67	0.49	12		
I have experienced discrimination from the faculty in my program based on my sexual orientation.[e]	5.50	0.86	18	5.58	0.51	12		
Satisfaction (Scale: 1 = Very dissatisfied to 6 = Very satisfied)								
The kinds of interaction I have had with other students in my program.	4.67	0.84	18	5.00	0.85	12		
The interactions I have had this year with students of different ethnic backgrounds.	4.82	0.73	17	5.17	0.72	12		
The quality of the interaction I have had with faculty in this program.	4.28	0.75	18	4.92	1.16	12		
The quality of interaction with faculty in class.	4.72	0.67	18	4.92	0.90	12		

*[a] Standard deviation; [b] Number of respondents; [c] * $p < 0.05$ ** $p<0.01$ *** $p<0.001$; [d] Mean difference divided by pooled SD*
[e] This item was reverse-coded for analytical purpose.

Table 3. Comparing MPA/MPP Students: Race/Ethnicity

	White			Minority			Means Comparison	
	Mean	SD[a]	n[b]	Mean	SD	n	Sig[c]	Effect Size[d]
Engaged Learning (Scale: 1 = Strongly disagree to 6 = Strongly agree)								
I feel as though I am learning things in my classes that are worthwhile to me as a person.	4.71	1.16	17	5.08	0.76	13		
I feel energized by the ideas I am learning in most of my classes.	4.00	1.50	17	4.62	1.26	13		
Psychological Sense of Community (Scale: 1 = Strongly disagree to 6 = Strongly agree)								
I feel like I belong in this graduate program.	5.12	0.78	17	5.08	0.95	13		
I have found that my graduate program is a good fit for me.	4.76	0.66	17	4.77	0.83	13		
There is a strong sense of community among students in my program.	4.59	1.37	17	4.08	1.12	13		
Students have a voice in what happens in this program.	3.06	1.14	17	4.15	1.07	13	*	-0.98
Department Climate (Scale: 1 = Strongly disagree to 6 = Strongly agree)								
I am comfortable talking to the faculty in my department about my career choices.	4.88	0.93	17	4.54	1.56	13		
Students are treated with respect by the faculty in my program.	5.12	0.70	17	5.46	0.52	13		
My overall experience in this program has been positive.	4.88	0.93	17	5.00	0.71	13		
The faculty in my program don't seem to have time for me.[e]	4.76	1.35	17	5.23	0.60	13		
The faculty in my program are more interested in their own research than in student learning.[e]	4.65	1.41	17	4.92	0.76	13		
I have experienced discrimination from the faculty in my program based on my gender.[e]	5.50	0.52	16	5.46	0.78	13		
I have experienced discrimination from the faculty in my program based on my race.[e]	5.53	0.62	17	5.46	0.78	13		
I have experienced discrimination from the faculty in my program based on my sexual orientation.[e]	5.47	0.80	17	5.62	0.65	13		
Satisfaction (Scale: 1 = Very dissatisfied to 6 = Very satisfied)								
The kinds of interaction I have had with other students in my program.	4.94	0.83	17	4.62	0.87	13		
The interactions I have had this year with students of different ethnic backgrounds.	4.94	0.66	17	5.00	0.85	12		
The quality of the interaction I have had with faculty in this program.	4.41	1.06	17	4.69	0.85	13		
The quality of interaction with faculty in class.	4.71	0.77	17	4.92	0.76	13		

[a] *Standard deviation;* [b] *Number of respondents;* [c] ** p <0.05 ** p<0.01 *** p<0.001;* [d] *Mean difference divided by pooled SD*
[e] *This item was reverse-coded for analytical purpose.*

Table 4. Comparing MPA/MPP Students with Other GSU Master's Students

	MPA/MPP			GSU Master's			Means Comparison	
	Mean	SD[a]	n[b]	Mean	SD	n	Sig[c]	Effect Size[d]
Engaged Learning (Scale: 1 = Strongly disagree to 6 = Strongly agree)								
I feel as though I am learning things in my classes that are worthwhile to me as a person.	4.87	1.01	30	5.17	0.89	366		
I feel energized by the ideas I am learning in most of my classes.	4.27	1.41	30	4.81	1.01	364	*	-0.52
Psychological Sense of Community (Scale: 1 = Strongly disagree to 6 = Strongly agree)								
I feel like I belong in this graduate program.	5.10	0.84	30	5.07	1.07	365		
I have found that my graduate program is a good fit for me.	4.77	0.73	30	4.86	1.08	360		
There is a strong sense of community among students in my program.	4.37	1.27	30	4.24	1.34	361		
Students have a voice in what happens in this program.	3.53	1.22	30	3.76	1.25	361		
Department Climate (Scale: 1 = Strongly disagree to 6 = Strongly agree)								
I am comfortable talking to the faculty in my department about my career choices.	4.73	1.23	30	4.78	1.16	360		
Students are treated with respect by the faculty in my program.	5.27	0.64	30	5.01	0.96	361	*	0.27
My overall experience in this program has been positive.	4.93	0.83	30	4.85	1.05	362		
The faculty in my program don't seem to have time for me.[e]	4.97	1.10	30	4.61	1.28	363		
The faculty in my program are more interested in their own research than in student learning.[e]	4.77	1.17	30	4.46	1.25	360		
I have experienced discrimination from the faculty in my program based on my gender.[e]	5.48	0.63	29	5.53	0.99	364		
I have experienced discrimination from the faculty in my program based on my race.[e]	5.50	0.68	30	5.56	0.95	362		
I have experienced discrimination from the faculty in my program based on my sexual orientation.[e]	5.53	0.73	30	5.68	0.80	363		
Satisfaction (Scale: 1 = Very dissatisfied to 6 = Very satisfied)								
The kinds of interaction I have had with other students in my program.	4.80	0.85	30	4.73	1.11	360		
The interactions I have had this year with students of different ethnic backgrounds.	4.97	0.73	29	5.01	0.92	356		
The quality of the interaction I have had with faculty in this program.	4.53	0.97	30	4.68	1.09	362		
The quality of interaction with faculty in class.	4.80	0.76	30	4.91	0.91	362		

*[a] Standard deviation; [b] Number of respondents; [c] * $p<0.05$ ** $p<0.01$ *** $p<0.001$; [d] Mean difference divided by pooled SD*
[e] This item was reverse-coded for analytical purpose.

Table 5. Comparing MPA/MPP Students with Other GSU Master's Students: Female

	Female MPA/MPP			Female GSU Master's			Means Comparison	
	Mean	SD[a]	n[b]	Mean	SD	n	Sig[c]	Effect Size[d]
Engaged Learning (Scale: 1 = Strongly disagree to 6 = Strongly agree)								
I feel as though I am learning things in my classes that are worthwhile to me as a person.	5.11	0.76	18	5.27	0.86	240		
I feel energized by the ideas I am learning in most of my classes.	4.50	1.15	18	4.90	1.05	238		
Psychological Sense of Community (Scale: 1 = Strongly disagree to 6 = Strongly agree)								
I feel like I belong in this graduate program.	5.06	0.80	18	5.12	1.05	240		
I have found that my graduate program is a good fit for me.	4.72	0.67	18	4.93	1.07	237		
There is a strong sense of community among students in my program.	4.28	1.07	18	4.33	1.34	237		
Students have a voice in what happens in this program.	3.72	1.07	18	3.78	1.28	236		
Department Climate (Scale: 1 = Strongly disagree to 6 = Strongly agree)								
I am comfortable talking to the faculty in my department about my career choices.	4.39	1.33	18	4.76	1.23	237		
Students are treated with respect by the faculty in my program.	5.22	0.65	18	5.05	0.98	237		
My overall experience in this program has been positive.	4.94	0.80	18	4.87	1.09	238		
The faculty in my program don't seem to have time for me.[e]	4.67	1.08	18	4.65	1.27	239		
The faculty in my program are more interested in their own research than in student learning.[e]	4.67	1.19	18	4.58	1.19	236		
I have experienced discrimination from the faculty in my program based on my gender.[e]	5.35	0.70	17	5.53	1.01	240		
I have experienced discrimination from the faculty in my program based on my race.[e]	5.39	0.78	18	5.54	0.99	239		
I have experienced discrimination from the faculty in my program based on my sexual orientation.[e]	5.50	0.86	18	5.70	0.79	239		
Satisfaction (Scale: 1 = Very dissatisfied to 6 = Very satisfied)								
The kinds of interaction I have had with other students in my program.	4.67	0.84	18	4.71	1.18	237		
The interactions I have had this year with students of different ethnic backgrounds.	4.82	0.73	17	5.02	0.92	233		
The quality of the interaction I have had with faculty in this program.	4.28	0.75	18	4.72	1.11	238	*	-0.41
The quality of interaction with faculty in class.	4.72	0.67	18	4.92	0.96	238		

[a] *Standard deviation;* [b] *Number of respondents;* [c] ** $p < 0.05$ ** $p < 0.01$ *** $p < 0.001$;* [d] *Mean difference divided by pooled SD*
[e] *This item was reverse-coded for analytical purpose.*

Table 6. Comparing MPA/MPP Students with Other GSU Master's Students: Minority

	Minority MPA/MPP			Minority GSU Master's			Means Comparison	
	Mean	SD[a]	n[b]	Mean	SD	n	Sig[c]	Effect Size[d]
Engaged Learning (Scale: 1 = Strongly disagree to 6 = Strongly agree)								
I feel as though I am learning things in my classes that are worthwhile to me as a person.	5.08	0.76	13	5.16	0.80	149		
I feel energized by the ideas I am learning in most of my classes.	4.62	1.26	13	4.79	0.93	147		
Psychological Sense of Community (Scale: 1 = Strongly disagree to 6 = Strongly agree)								
I feel like I belong in this graduate program.	5.08	0.95	13	5.04	0.96	149		
I have found that my graduate program is a good fit for me.	4.77	0.83	13	4.95	0.93	147		
There is a strong sense of community among students in my program.	4.08	1.12	13	4.26	1.27	146		
Students have a voice in what happens in this program.	4.15	1.07	13	3.86	1.28	146		
Department Climate (Scale: 1 = Strongly disagree to 6 = Strongly agree)								
I am comfortable talking to the faculty in my department about my career choices.	4.54	1.56	13	4.77	1.17	145		
Students are treated with respect by the faculty in my program.	5.46	0.52	13	5.03	0.94	147	*	0.48
My overall experience in this program has been positive.	5.00	0.71	13	4.87	1.04	147		
The faculty in my program don't seem to have time for me.[e]	5.23	0.60	13	4.64	1.26	148	**	0.49
The faculty in my program are more interested in their own research than in student learning.[e]	4.92	0.76	13	4.44	1.27	146		
I have experienced discrimination from the faculty in my program based on my gender.[e]	5.46	0.78	13	5.44	1.02	148		
I have experienced discrimination from the faculty in my program based on my race.[e]	5.46	0.78	13	5.32	1.13	148		
I have experienced discrimination from the faculty in my program based on my sexual orientation.[e]	5.62	0.65	13	5.54	0.97	148		
Satisfaction (Scale: 1 = Very dissatisfied to 6 = Very satisfied)								
The kinds of interaction I have had with other students in my program.	4.62	0.87	13	4.66	1.10	146		
The interactions I have had this year with students of different ethnic backgrounds.	5.00	0.85	12	5.00	0.93	143		
The quality of the interaction I have had with faculty in this program.	4.69	0.85	13	4.59	1.05	146		
The quality of interaction with faculty in class.	4.92	0.76	13	4.86	0.92	146		

[a] *Standard deviation;* [b] *Number of respondents;* [c] ** p <0.05 ** p<0.01 *** p<0.001;* [d] *Mean difference divided by pooled SD*
[e] *This item was reverse-coded for analytical purpose.*

APPENDIX SECTION 5A.7: MULTI-RATER ANALYSES OF UNIVERSAL REQUIRED COMPETENCIES

PMAP 8111/8210 Assessment Process

8111/8210 Background

PMAP 8111 and 8210 are introductory classes to the field of public administration. 8111 has a governmental focus while 8210 is oriented towards non-profit students. Both of these classes share certain learning objectives. One of the key objectives of each class is to understand the scope and role of the public administrative (or non-profit) sector and its interactions with other parts of the political and economic system, understand some historical context of each sector, and to understand the roles and responsibilities of key actors in each sector (or to wrestle with the ethical issues associated with the multiple competing objectives brought to bear on professionals working in each sector).

From our WEAVE and strategic planning documents:

Mission: The **Master of Public Administration (MPA) program** of the Andrew Young School of Policy Studies prepares students to become leaders as executives, managers, analysts, and policy specialists in public and nonprofit sectors.

Goals supporting the mission related to 8111/8210:

> Goal 1: Understanding the disciplinary and conceptual foundations of public or non-profit administration.

Objectives supporting Goal 1 related to 8111/8210

> Objective 1: Demonstrate an understanding of models of government and administrative reform or demonstrate knowledge of important contemporary organizational and environmental challenges faced by leaders and managers of nonprofit organizations and the policy and management issues that now confront the sector.
>
> Objective 2: Understand key ethical issues that arise in the public or non-profit sector.

Related NASPAA Competency: The objectives described above support the NASPAA competency of requiring students “to articulate and apply a public service perspective.”

8111/8210 Evaluation of Achievement of NASPAA Competency and Program Objectives

Based on a review of the above materials, an MPA faculty working committee determined that the NASPAA competency as well as existing MPA objectives require students:

1) to show an understanding the nature of the public and not for profit sectors,
2) to be aware of common understandings about professional obligations in each sector, as well as
3) to show an ability to reason through situations where multiple competing objectives and obligations are brought to bear on a professional working in the public administrative or non-profit sectors.

Therefore, students should be able to analyze a public or non-profit service dilemma and incorporate a thorough assessment of the competing viewpoints and values of the stakeholder groups affected.

The faculty working committee then developed the following instrument and analysis.

Instrument: Students will be asked to identify and analyze a case study of a public or non-profit service dilemma in a memo or essay. The case study should have a narrative description of a dilemma with multiple competing obligations that the student must consider.

Analysis: 5 case study analyses from each class each year will be picked at random and at least 2 reviewers who are not the instructor will blind "peer review" the analyses against the rubric below. After reviewing the papers, faculty will gather as part of a working group to review the results and discuss whether adjustments are needed either:

- (initially) to the rubric itself to better align with the objectives and NASPAA competency described above or
- to the class to better meet the goals and objectives above.

A 5-member faculty committee reviewed a number of rubrics and adopted a modified version of one that had been used by the Masters in Public Administration program at Binghamton University, described below.

Initial Rubric:

Goal	Unacceptable	Acceptable	Exemplary	Score
Identifies public service dilemma	Has a vague understanding of the dilemma and is uncertain about what should be decided	Correctly identifies the dilemma, including most of the key facts that are important for problem resolution, and correctly identifies the decisions that must be made.	Describes the dilemma in detail, including all key facts that are germane to problem resolution (avoiding those that are not germane) and correctly describes the decisions that must be made.	
Considers stakeholders	Is unsure about the stakeholders affected by the public or non-profit service dilemma.	Correctly determines which stakeholders are affected by the public or non-profit service dilemma.	Correctly determines which stakeholders are affected by the public or non-profit service dilemma and thoroughly reflects on the viewpoints of the different stakeholders.	
Analyzes alternatives and consequences	Begins to appraise the relevant facts and assumptions and identifies some alternatives.	Clearly identifies and explains at least two plausible alternative courses of action and their associated consequences.	Clearly identifies and explains a number of alternatives and evaluates the consequences and implications of each for the relevant stakeholder groups.	
Chooses and action	Has difficulty identifying an appropriate course of action from among the alternatives.	Chooses an appropriate course of action and formulates an implementation plan that clearly explains how this decision will be implemented.	Chooses an appropriate course of action, formulates an implementation plan that clearly explains how this decision will be implemented, and provides a thoughtful analysis of benefits and risks of this course of action.	

*Adapted from a rubric developed by the Masters in Public Administration program at Binghamton University.

Fall 2013 Results of Assessment and Narrative:

In the spring of 2014, 10 papers were randomly selected from students who passed the prior 2013 fall class - 5 from PMAP 8111 and 5 from PMAP 8210. Each papers had two reviewers each who were not the instructor.

Average Score for Students Across the Rubric												
	Students											
Rubric Item	8111-1	8111 - 2	8111 - 3	8111 - 4	8111 - 5		8210 - 1	8210 - 2	8210-3	8210 -4	8210-5	Avg
Identifies public service dilemma	2	3	3	1	3		1	2	2	2	3	2
Considers stakeholders	1	2	2	2	2		2	2	2	3	3	2
Analyzes alternatives and consequences	3	3	2	2	3		2	1	1	2	2	2
Chooses an action	2	3	3	1	3		1	2	1	2	2	2
Avg	2	3	3	2	2		2	2	1	2	2	

Considerations:

In general, 9 out of 10 students scored a 2-3 on average for the assignment. In some cases, areas of weakness were simply associated with the quality of the student work which reflected a true range in quality across both classes; however, the working group also discussed changes in pedagogy to make sure that the criteria for assessment were more carefully communicated.

During general discussion, the following comments were made:

- The two assignments for the classes were not precisely comparable. 8111 seemed to allow the students more space to develop their arguments. On the other hand, 8210 problems are more complex, so perhaps some equalization of the assignments is in order.
- It’s harder to use the rubric when the quality of writing is poor.
- Use a case study with a narrative for students to analyze and a common question
- Neither the assignment nor the competency relate to “implementation” so we should remove this from the rubric.
- Provide an example of an exemplary response and perhaps a poor response when sending to evaluators to consider.
- 8111 needs to add a more explicit discussion of stakeholders; 8210 may need to more explicitly give students decision-making process to use for evaluation that includes assessment of alternatives.

- Need to have a range associated with each column rather than a single number as some fall high or low against the criteria specified in each cell of the rubric.

The working group developed a slightly revised rubric (below) to use going forward. Faculty teaching 8111 and 8210 will address the comments above when developing the syllabus and course materials for the fall 2014 courses.

Revised Rubric (April 2014)

Goal	Unacceptable (0-1)	Acceptable (2-3)	Exemplary (4-5)	Score
Identifies public service dilemma	Has a vague understanding of the dilemma and is uncertain about what should be decided	Correctly identifies the dilemma, including most of the key facts that are important for problem resolution, and correctly identifies the decisions that must be made.	Describes the dilemma in detail, including all key facts that are germane to problem resolution (avoiding those that are not germane) and correctly describes the decisions that must be made.	
Considers stakeholders	Is unsure about the stakeholders affected by the public or non-profit service dilemma.	Correctly determines which stakeholders are affected by the public or non-profit service dilemma.	Correctly determines which stakeholders are affected by the public or non-profit service dilemma and thoroughly reflects on the viewpoints of the different stakeholders.	
Analyzes alternatives and consequences	Fails to or only begins to appraise the relevant facts and assumptions and identifies some alternatives.	Clearly identifies and explains at least two plausible alternative courses of action and their associated consequences.	Clearly identifies and explains a number of alternatives and evaluates the consequences as well as implications of each for key stakeholders.	
Chooses an action	Has difficulty identifying an appropriate course of action from among the alternatives.	Chooses an appropriate course of action and clearly explains the reasoning behind this choice.	Chooses an appropriate course of action and clearly explains the reasoning behind this choice in a way that provides a thoughtful analysis of benefits and risks of this course of action.	

PMAP 8121/8131 ASSESSMENT PROCESS

The primary competency taught in the quantitative methods courses is preparing students to analyze, synthesize, think critically, solve problems and make decisions. Faculty also use class assignment to strengthen students' ability (1) to communicate and interact productively with a diverse and changing workforce and citizenry and (2) to participate in and contribute to the policy process. Both classes require writing assignments that make students (1) choose appropriate statistical techniques and data to analyze policy issues and (2) describe their findings and the logic of their approach in a manner appropriate to a lay audience.

Because two of the faculty who attended the 2013 NASPAA meeting had recently taught the second course in the sequence and had saved clean copies of our paper assignments, we started there. The two of us developed the first draft of the rubric (shown below) and selected a random sample of 10 short papers from the spring and summer sections of PMAP 8131. The five of us who teach quantitative courses each scored four papers, then met to discuss the findings.

Our scores showed moderate inter-rater reliability. Although we gave scores below 2 on about $1/14^{th}$ (7%) of the items, we met our standard WEAVE goal of 80% of our students achieving at least partial achievement of the learning objective. Weighting each item equally and each rater equally, every student had a score of 2.0 or better (minimum competency). We met for nearly two hours to discuss both weaknesses in the rubric and areas where we want to improve student learning. On the rubric, we decided

- That the initial research design/method item mixed separate concepts and that we should divide them into separate items.
- That learning how to develop tables and present data is a crucial skill and that we needed to add a separate item to assess that.
- That writing professionally for a lay audience is also a crucial skill and that we needed to add an item on quality of writing/organization/presentation.
- That we needed to assess very similar skills in the first course in the sequence and that we should modify this rubric to assess PMAP 8121 as well.

The discussion established some core agreements and clarified some differences among the faculty who teach PMAP 8131 on what we are attempting to accomplish in the class and how to balance the importance of research design and statistics in the class. Perhaps most importantly, we realized that we were not emphasizing description of data and clean presentation of tables sufficiently: many of us were allowing students to cut and paste SPSS tables into their papers or just attach them to the end, with no editing to make labels clear or remove unnecessary numbers.

Faculty decided to share the rubric with students, to make clearer what we are looking for. Some faculty also decided to scaffold the writing assignment by giving a series of homework assignments designed to build the writing skills we are testing with the rubric.

The same group of five faculty edited the rubrics for both courses in the quantitative methods sequence. In early May, we assessed 13 short papers/exercises from four different sections of PMAP 8121 and met to discuss our findings. Again, we had problems with inter-rater reliability and a discouraging number of scores of Poor for individual items. The mean rating across all items for all students for all raters was 2.45 – halfway between Effective/
Developing and Less Effective/Introductory – but this time three students had mean scores across all items that were below 2 (1.66, 1.86, and 1.94).

Students did particularly poorly on two items – description of the data and presentation of tables. Students had more trouble describing data when they were given data sets to work from; this was especially true on one assignment, where the data were hypothetical, but students working with a copy of the General Social Survey posted on the class web-site also provided too little information. Students who downloaded data sets from the Roper Center did somewhat better but still needed to strengthen their skills. Faculty decided that providing the rubric and giving earlier assignments that call for describing the data should improve student performance.

Far too many students cut and pasted SPSS crosstabs into (or at the end of) their papers, reporting absolute frequencies and row, column, and cell percentages rather than choosing just the numbers they needed. Again, sharing the rubric with students should help. Also, a doctoral student and a part-time instructor taught two sections of the course, and we did not prep them as well as we should have for our expectations on this assignment. Faculty made the decision that we need to devote more class time to preparation of tables, and we need more assignments before the paper that require students to re-format SPSS tables into more presentable forms.

Although students did better on describing their measures and methods and presenting their findings, faculty decided that we should devote more time – both in class and in preliminary assignments – making sure that students tie together hypotheses, measures, and findings, to be sure that they are clear on why they are running their tables and what they are learning from them.

PMAP 8131 (version 1)	**Advanced**	**Effective/Developing**	**Less Effective/Introductory**	**Poor**
Problem statement	**Clearly states the research question and provides convincing justification for the theoretical or practical importance of the research.**	**States the research question and provides some justification for the importance of the research.**	**Research question is present but is vague or not well-worded or lacks clear rationale.**	**Research question is unclear, incomplete or unfocused and rationale is weak or missing.**
Hypotheses	**Hypotheses are all clearly stated, and directional predictions are made based on clear and plausible rationale. They are testable with clear IVs and DVs**	**Main hypotheses are stated clearly and directional predictions are made, but either the rationale for or plausibility of the hypotheses is somewhat unclear.**	**Variables in the main hypothesis are stated but without directional prediction. Rationale for hypotheses is weak. It may be unclear what the IVs and DVs are.**	**Hypotheses are unclear, lack justification, seem implausible on their face, or are contrary to the logic presented**
Data	**Clearly states the source of the data, how it was gathered, how large the sample is, whether proper probability techniques were used, why sample is appropriate for this research question, and whether and to what extent the sample represents the population of interest.**	**Provides most of the necessary information about the data but ignores one important element.**	**Provides much of the necessary information about the data but ignores at least two important elements.**	**Provides little or no information about data.**

Measures	**Clear operationalization of variables, including exact question wording where necessary. Discusses the strengths and weaknesses of the measures. Correctly codes or recodes the data where necessary,**	**Clear operationalization of some variables but fuzzy or incorrect operationalization of a few variables. At least some discussion of the measures' strengths and weaknesses.**	**Reasonable operationalization of some variables, but major flaws or lack of clarity in others. Little recognition of these weaknesses.**	**Poor or nonexistent operationalization, major errors in coding. No discussion of the measures' strengths and weaknesses.**
Research design/method	**Appropriate choice of statistical techniques; paper focuses on multiple regression, attempts to control for all antecedent variables. Possibly includes causal model with description of indirect and spurious effects.**	**Paper includes multiple regression, controls for some important variables but neglects others. May rely too heavily on bivariate regression.**	**Relies too heavily on bivariate regression.**	**Serious flaws – e.g., wrong causal order, bivariate analyses only, nominal-level independent variables.**
Discussion of findings	**Each finding is interpreted properly, presented clearly and supported with statistics and statistical tables. Confident use of inferential analysis for addressing each hypothesis, including at least implied use of t-tests and occasional use of confidence intervals. May correctly interpret beta-weights to assess strength or a causal model to assess spurious or indirect effects.**	**Interpretation of regression coefficients is generally correct but may be overly repetitious or include minor errors. Use of inferential statistics is limited or overly mechanical. Results may not be linked to hypotheses. Use of causal models or beta-weights, if present, includes some errors.**	**Interpretation of regression coefficients includes some errors. Use of inferential statistics may be incorrect or incomplete or disconnected from discussion of coefficients. If paper attempts causal modeling, makes major errors. Tables are present but may be difficult to read or be missing important information.**	**Major errors in interpretation of some regression coefficients. Absence or incorrect use of inferential statistics. Discussion of findings may be so repetitious that it is painful to read. Tables are missing or difficult to find/read.**

Conclusion	**Discussion restates findings in ways that clarify their relationship to hypotheses and research question. Conclusions do not go beyond the data. The explanation is well connected to the purpose. The take-home message is clearly summarized. Author recognizes potential missing variables or other methodological limits.**	**Discussion restates findings, but the analysis of their meaning may be weak or not well connected to the hypothesis. Only some results (e.g., those that support author's hypotheses) are explained. It may not be clear which results can be generalized, or author may not discuss likely missing variables.**	**The restatement of the results is unclear or misleading. Only some results (e.g., those that support author's hypotheses) are explained. The author may inappropriately generalize beyond the data. Little or no discussion of weaknesses in study.**	**Discussion incorrectly states the results or is a rehash of the introduction without clearly presenting the current study. The take-home message of the study is not clear. . Little or no discussion of weaknesses in study.**

PMAP 8121	**Advanced**	**Effective/Developing**	**Less Effective/Introductory**	**Poor**
Problem statement	Clearly states the research question and provides convincing justification for the theoretical or practical importance of the research.	States the research question and provides some justification for the importance of the research.	Research question is present but is vague or not well-worded or lacks clear rationale.	Research question is unclear, incomplete or unfocused and rationale is weak or missing.
Hypotheses	Hypotheses are all clearly stated, and directional predictions are made based on clear and plausible rationale. They are testable with clear IVs and DVs	Main hypotheses are stated clearly and directional predictions are made, but either the rationale for or plausibility of the hypotheses is somewhat unclear.	Variables in the main hypothesis are stated but without directional prediction. Rationale for hypotheses is weak. It may be unclear what the IVs and DVs are.	Hypotheses are unclear, lack justification, seem implausible on their face, or are contrary to the logic presented
Data	Clearly states the source of the data, how it was gathered, how large the sample is, whether proper probability techniques were used, why sample is appropriate for this research question, and whether and to what extent the sample represents the population of interest.	Provides most of the necessary information about the data but ignores one important element.	Provides much of the necessary information about the data but ignores at least two important elements.	Provides little or no information about data.

Measures	Clear operationalization of variables, including exact question wording where necessary. Discusses the strengths and weaknesses of the measures. Correctly codes or recodes the data where necessary,	Clear operationalization of some variables but fuzzy or incorrect operationalization of a few variables. At least some discussion of the measures' strengths and weaknesses.	Reasonable operationalization of some variables, but major flaws or lack of clarity in others. Little recognition of these weaknesses.	Poor or nonexistent operationalization, major errors in coding. No discussion of the measures' strengths and weaknesses.
Research design/method	Appropriate choice of statistical techniques to test hypotheses. Possibly includes causal model with description of indirect and spurious effects.	Chooses correct statistical techniques for most hypotheses but makes no use of control variables.	Only examines bivariate relationships. Does not use all appropriate statistics and/or misuses some.	Serious flaws – e.g., wrong causal order, bivariate analyses only, improper use of nominal-level variables.
Discussion of findings	Each finding is interpreted properly, presented clearly and supported with statistics and statistical tables. Discusses direction, strength, and statistical significance of all relationships. If it includes causal model, describes findings correctly.	Interpretation of percentages and of measures of fit and statistical significance is generally correct but may be overly repetitious or include minor errors. Use of inferential statistics is limited or overly mechanical. Results may not be linked to hypotheses. Use of causal models, if present, includes some errors.	Interpretation of statistics includes some errors. Use of inferential statistics may be incorrect or incomplete or disconnected from discussion of strength and direction of relationships. If paper attempts causal modeling, makes major errors.	Major errors in interpretation of some statistics. Absence or incorrect use of inferential statistics. Discussion of findings may be so repetitious that it is painful to read.

Tables/Figures	Tables are attractive and well organized, present all necessary information in clear fashion, use clear labels rather than variable names, do not include extraneous information. Figures reveal visual patterns in data, compare time periods or subgroups, use responsible scales for axes, are properly labeled/decorated. Tables and figures can stand alone outside of the text with descriptive titles, labels, sources and notes.	Tables/figures include some weaknesses – missing information, unclear labeling, too many numbers, figures of univariate statistics, poor color/pattern choice, etc.	Uses SPSS tables/figures but they are well organized and present all necessary information in clear fashion, use clear labels rather than variable names, do not include extraneous information.	Uses SPSS output. Is not well organized, uses unclear variable names, includes too many numbers, etc. Tables are missing or difficult to find/read. Tables/figures cannot stand alone outside of text.
Conclusion	Discussion restates findings in ways that clarify their relationship to hypotheses and research question. Conclusions do not go beyond the data. The explanation is well connected to the purpose. The take-home message is clearly summarized. Author recognizes potential missing variables or other methodological limits.	Discussion restates findings, but the analysis of their meaning may be weak or not well connected to the hypothesis. Only some results (e.g., those that support author's hypotheses) are explained. It may not be clear which results can be generalized, or author may not discuss likely missing variables.	The restatement of the results is unclear or misleading. Only some results (e.g., those that support author's hypotheses) are explained. The author may inappropriately generalize beyond the data. Little or no discussion of weaknesses in study.	Discussion incorrectly states the results or is a rehash of the introduction without clearly presenting the current study. The take-home message of the study is not clear. . Little or no discussion of weaknesses in study.
Writing	Organization is clear. Transitions are smooth and effective. Tone is appropriately formal. Topic sentences are appropriate for paragraphs, and key ideas are explained/described as needed. Punctuation and grammar are almost completely correct, including proper	Organization is effective although improvements could be made. Transitions are generally there, but are occasionally not smooth, and paragraphs may stray from the central idea. Tone is appropriately formal. Punctuation and grammar	Organization is less adequate, making the paper difficult to follow. Transitions are sometimes there, and those that are there could be improved. Tone is occasionally colloquial. Punctuation and grammar are	Organization is confusing. Transitions are missing or are very weak. Tone is consistently too informal. Punctuation and grammar mistakes exist throughout the paper.

	tenses and voice. Sentences are concise and word choice is precise, with nonbiased language.	are almost completely correct. Sentences are generally concise and word choice is usually precise.	usually correct, but there are consistent mistakes. Sentences are too wordy and word choice is vague.	Sentences are not concise and word choice is vague.

Data from assessment of PMAP 8131:

id	problem	hypoth~s	data	measures	design	discus~n	conclu~n	overall
1	2	2	3	3	3	2.5	3.5	2.714286
1	3	4	3.5	2	3.5	3.5	3.5	3.285714
2	4	4	3.5	3	3.5	3	4	3.571429
2	3	3.5	3	3	2	2.5	2	2.714286
3	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5
3	2	3	3	2	2.5	2	1	2.214286
4	2	2	2.5	2	1	1	2	1.785714
4	3	2.5	2	3	3	3.5	2	2.714286
5	3	3	2	2	1	1	2	2
5	1	4	3	3	3	2	2	2.571429
6	3	3	3	3	1	2	1	2.285714
6	3	2	3	3	2	3	2	2.571429
7	3	2	3	3	2	2	2	2.428571
7	2	3	2	3	3	3	3	2.714286
8	2	2	3	3	3	2	2	2.428571
8	2	3	2	2	2	2	2	2.142857
9	2	2	3	2	3	3	2	2.428571
9	1	2.5	3	2.5	2	2	2	2.142857
10	2	2	2	1.5	2	1.5	1.5	1.785714
10	3	3	4	3	3	3	2	3

. summarize

Variable	Obs	Mean	Std. Dev.	Min	Max
problem	20	2.425	.7482436	1	4
hypotheses	20	2.75	.7163504	2	4
data	20	2.8	.5712406	2	4
measures	20	2.575	.5199949	1.5	3
design	20	2.4	.7880689	1	3.5

discussion	20	2.35	.7272877	1	3.5
conclusion	20	2.2	.7677719	1	4
overall	20	2.5	.451754	1.785714	3.571429

-> tabulation of problem

Problem	Freq.	Percent	Cum.
1	2	10.00	10.00
2	8	40.00	50.00
2.5	1	5.00	55.00
3	8	40.00	95.00
4	1	5.00	100.00
Total	20	100.00	

-> tabulation of hypotheses

Hypotheses	Freq.	Percent	Cum.
2	7	35.00	35.00
2.5	3	15.00	50.00
3	6	30.00	80.00
3.5	1	5.00	85.00
4	3	15.00	100.00
Total	20	100.00	

-> tabulation of data

Data	Freq.	Percent	Cum.
2	5	25.00	25.00
2.5	2	10.00	35.00
3	10	50.00	85.00
3.5	2	10.00	95.00
4	1	5.00	100.00
Total	20	100.00	

-> tabulation of measures

Measures	Freq.	Percent	Cum.

	Freq.	Percent	Cum.
1.5	1	5.00	5.00
2	6	30.00	35.00
2.5	2	10.00	45.00
3	11	55.00	100.00
Total	20	100.00	

-> tabulation of design

Design	Freq.	Percent	Cum.
1	3	15.00	15.00
2	6	30.00	45.00
2.5	2	10.00	55.00
3	7	35.00	90.00
3.5	2	10.00	100.00
Total	20	100.00	

-> tabulation of discussion

Discussion	Freq.	Percent	Cum.
1	2	10.00	10.00
1.5	1	5.00	15.00
2	7	35.00	50.00
2.5	3	15.00	65.00
3	5	25.00	90.00
3.5	2	10.00	100.00
Total	20	100.00	

-> tabulation of conclusion

Conclusion	Freq.	Percent	Cum.
1	2	10.00	10.00
1.5	1	5.00	15.00
2	12	60.00	75.00
2.5	1	5.00	80.00
3	1	5.00	85.00
3.5	2	10.00	95.00
4	1	5.00	100.00
Total	20	100.00	

Data from assessment of PMAP 8121:

Student	A	B	C	D	E	F	G	H	I	J	K	L	M	Mean	1	2	3
Grader 1																	
Problem statement	2.0	2.0	3.0	2.0	2.0	4.0	2.0	2.0	2.0	1.5	4.0	3.0	2.5	2.5	2.5	2.0	2.4
Hypotheses	1.0	1.5	2.0	1.0	1.0	3.0	1.0	2.0	1.5	1.5	4.0	4.0	1.5	1.9	2.1	3.2	2.3
Data	1.5	1.0	1.0	1.0	2.0	1.0	1.0	2.0	1.0	1.5	3.5	3.0	2.0	1.7	1.9	1.8	1.9
Measures	1.5	1.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	4.0	3.0	3.0	2.2	2.4	2.2	2.5
Methods	2.0	1.5	3.0	2.0	2.0	2.0	2.0	2.0	1.0	2.0	3.5	3.0	3.0	2.2	2.3	3.6	2.5
Findings	2.0	1.5	2.5	2.0	2.0	2.0	2.0	2.5	1.5	1.5	4.0	3.0	3.0	2.3	2.4	2.6	2.5
Tables	2.0	2.0	2.0	2.0	2.0	1.0	1.5	2.0	2.0	1.0	3.5	3.5	2.0	2.0	2.1	1.8	2.1
Conclusion	2.0	2.0	3.0	3.0	3.0	2.0	1.5	2.0	2.0	1.5	4.0	3.0	2.0	2.4	2.3	2.8	2.4
Writing	2.0	1.0	3.0	3.0	2.5	2.5	2.0	2.0	2.0	1.5	3.5	3.0	3.0	2.4	2.4	2.4	2.4
	1.8	1.4	2.3	2.0	2.1	1.9	1.6	2.1	1.6	1.6	3.8	3.2	2.4	2.1	2.2	2.5	2.3
Grader 2																	
Problem statement	2.0							1.0	1.0	3.0	2.0		3.0	2.0			
Hypotheses	NA							3.0	1.0	4.0	4.0		4.0	3.2			
Data	2.0							2.0	1.0	1.0	3.0		2.0	1.8			
Measures	1.0							2.0	1.0	1.0	3.0		4.0	2.0			
Methods	3.0							4.0	3.0	4.0	4.0		3.0	3.5			
Findings	3.0							3.0	3.0	4.0	2.0		1.0	2.7			
Tables	2.0							2.0	1.0	2.0	4.0		0.0	1.8			
Conclusion	3.0							3.0	1.0	3.0	4.0		3.0	2.8			
Writing	2.0							1.0	3.0	3.0	3.0		2.0	2.3			
	2.3							2.3	1.7	2.8	3.2		2.4	2.4			
Grader 3																	
Problem statement	2.0	3.0	4.0				2.0					4.0		3.0			

Hypotheses	3.0	2.0	4.0				2.0					4.0		3.0
Data	3.0	2.0	4.0				3.0					4.0		3.2
Measures	3.0	2.0	4.0				3.0					3.0		3.0
Methods	3.0	3.0	4.0				3.0					3.0		3.2
Findings	2.0	2.0	4.0				2.0					4.0		2.8
Tables	2.0	2.0	2.0				2.0					3.0		2.2
Conclusion	3.0	2.0	4.0				2.0					4.0		3.0
Writing	2.0	2.0	4.0				3.0					4.0		3.0
	2.6	2.2	3.8				2.4					3.7		2.9
Grader 4														
Problem statement			2.0	2.0	2.0	4.0				3.0				2.6
Hypotheses			2.0	2.0	1.0	4.0				2.0				2.2
Data			1.0	1.0	3.0	1.0				1.0				1.4
Measures			1.0	2.0	3.0	3.0				2.0				2.2
Methods			2.0	2.0	3.0	4.0				2.0				2.6
Findings			1.0	2.0	3.0	4.0				3.0				2.6
Tables			1.0	2.0	2.0	1.0				1.0				1.4
Conclusion			3.0	2.0	3.0	3.0				3.0				2.8
Writing			2.0	2.0	3.0	4.0				1.0				2.4
			1.7	1.9	2.6	3.1				2.0				2.2
	2.2	1.9	2.6	1.9	2.3	2.6	2.1	2.2	1.7	2.1	3.5	3.4	2.4	2.5

Assessment for NASPAA Reaccreditation Report

PMAP 8161: Public Budgeting and Finance
Committee Members: Carolyn Bourdeaux, Cynthia Searcy and Katherine Willoughby

This committee assessed student achievement in PMAP 8161: *Public Budgeting and Finance,* a core requirement of the MPA degree. Of the five universal required competencies related to program mission and public service values of concern to NASPAA, our committee assessed student achievement on one assignment in PMAP 8161 against the domain: ***to analyze, synthesize, think critically, solve problems and make decisions***. The syllabus for the PMAP 8161 course most recently taught in the summer semester, 2014, states as course objectives:

- To understand the role of budgets and budget processes in policy making and implementation.
- To be able to describe the process by which government budgets are compiled, enacted and implemented.
- To be able to describe the leading contemporary proposals for budgetary reform.
- To understand the role of budgets and budget processes in the development and implementation of public policies.
- To enhance the writing and analysis skills of students that are needed to be an active participant in the budgetary process.

Our assessment is based on student effort on one assignment (expenditure analysis) completed in the spring semester, 2014, PMAP 8161 course. A total of 9 exams were randomly sampled from the 30+ available from this course. Each committee member read and assessed student achievement on 3 exams, using the PMAP 8161 rubric developed. Assessments were conducted during the months of May and June, 2014, after the conclusion of the course. A copy of the course syllabus, the assignment used for this assessment as noted in the course syllabus, and the assessment rubric are included at the end of this report as Appendix A.

PMAP 8161 as taught emphasizes the development of knowledge about the environment of and relevant stakeholders and decision makers involved in public budgeting. Students are exposed to the stringencies of modern public budgeting and the relationship between public budgets and public policy. Students gain experience in making budget calculations that involve collecting government budget data, generating trend analyses, and drawing conclusions about governments' budget and fiscal health. Students are expected to enter the course with familiarity of and facility in electronic spreadsheets. Excel training is offered by ***Skillsoft***, is free to our students, and its use is encouraged as an aid in preparation for the course. The assignment scored here is an expenditure analysis project in which students collect data from one U.S. local government, conduct specified calculations using the data, and present their assessment of the budget in a concluding section of their report.

The four competencies in the scoring rubric below address such skills and knowledge necessary ***to analyze, synthesize, think critically, solve problems and make decisions***.

- ✓ Collect budget and financial information
- ✓ Examine budget and financial information and compute fiscal metrics
- ✓ Synthesize budget, financial and nonfinancial information
- ✓ Present budget and financial information in a professional style that is clear, correct and complete

Table 1 presents individual scores and averages by these competencies related to student achievement regarding ***to analyze, synthesize, think critically, solve problems and make decisions***. Students are assessed as realizing effectiveness for three of four competency measures. Students are assessed as most effective regarding their ability to ***collect budget and financial information*** and then for ***examining budget and financial information and computing fiscal metrics***. Students are just shy of effective in terms of ***presenting budget and financial information in a professional style that is clear, correct and complete***. Students are least effective in terms of being able to ***synthesize budget, financial and nonfinancial information.***

===Table 1 about here===

In analyzing student achievement using this one assignment, the committee determined that students seem most challenged in terms of drawing conclusions based on an integration of budgetary and non-budgetary information. Students indicate skill in accessing government budget and fiscal data, making calculations, and generating trend analyses of various budget and financial metrics. Also, students are competent in terms of presenting tables, charts and data clearly and completely. Though able to provide this specific feedback from their calculations and analyses, students were less successful in terms of synthesizing the data with nonfinancial information, as well as in their ability to highlight budgetary challenges and problem solve. It is recognized, however, that the nature of the assignment limited students to a fairly straightforward expenditure analysis with specified and required calculations, tabular displays and sections of text to complete. Also, this assignment is just one part of a larger ***Finance Project*** in which students 1) answer questions related their familiarization with public budget documents, 2) review these budgets vis-à-vis GFOA best practices, and 3) calculate financial ratios using comprehensive annual financial reports and then integrate this information into a government financial health memo. Our assessment has determined that the expenditure analysis assignment is a vital component to the ***Finance Project*** and coupled with these other project requirements, advances skill development of students as indicated in course objectives.

Table 1. Student Achievement in PMAP 8161 on NASPAA Universal Competency:
To Analyze, Synthesize, Think Critically, Solve Problems and Make Decisions

Competency	Student Expenditure Analysis #	Advanced Score: 4	Effective Score: 3	Less Effective Score: 2	Poor Score: 1
Collect budget and financial information (mean=3.3)	1		3		
	2		3		
	3		3		
	4	4			
	5	4			
	6	4			
	7		3		
	8		3		
	9		3		
Examine budget and financial information and compute fiscal metrics (mean=3.0)	1		3		
	2		3		
	3		3		
	4		3		
	5		3		
	6		3		
	7		3		
	8		3		
	9		3		
Synthesize budget, financial and nonfinancial information (mean=2.3)	1			2	
	2			2	
	3			2	
	4		3		
	5		3		
	6			2	
	7			2.5	
	8			2	
	9			2.5	
Present budget and financial information in a professional style that is clear, correct and complete (mean=2.7)	1		3		
	2			2	
	3			2	
	4	4			
	5		3		
	6		3		
	7			2.5	
	8			2	
	9			2.5	

APPENDIX A

Includes:

- PMAP 8161 Syllabus: Spring Semester, 2014
- PMAP 8161 Expenditure Analysis Assignment used for Student Assessment
- PMAP 8161 Rubric for Student Assessment on NASPAA Competency:
  To Analyze, Synthesize, Think Critically, Solve Problems and Make Decisions

PMAP 8161 RUBRIC FOR FACULTY ASSESSMENT OF STUDENT COMPENTENCY RE: TO ANALYZE, SYNTHESIZE, THINK CRITICALLY, SOLVE PROBLEMS AND MAKE DECISIONS

	Advanced Score: 4	Effective/Developing Score: 3	Less Effective/Introductory Score: 2	Poor Score: 1
Collect budget and financial information	Tables present expenditure data by department and divisions (if available in budget document) in compelling manner	Tables present expenditure data by department and divisions (if available in budget document) in satisfactory manner	Tables present expenditure data by department and divisions (if available in budget document) in technically proficient but simplistic manner	Tables present expenditure data by department and divisions (if available in budget document) poorly and incompletely
Examine budget and financial information and compute fiscal metrics	Metrics are presented in written text in a compelling manner	Metrics are presented in written text in a satisfactory manner	Metrics are presented in written text in simplistic manner	Metrics are presented in written text incorrectly and/or poorly
Synthesize budget, financial and nonfinancial information	Data and context presented in a compelling manner with excellent synthesis of information	Data and context presented in a satisfactory manner with good synthesis of information	Data and context presented in a simplistic manner with elementary synthesis of information	Data and context presented poorly with inadequate or no synthesis of information
Present budget and financial information in a professional style that is clear, correct and complete	Budget and financial analysis presented in a compelling manner	Budget and financial analysis presented in a satisfactory manner	Budget and financial analysis presented in simplistic, though technically proficient manner	Budget and financial analysis presented poorly, incorrectly and/or incompletely

Assessment for NASPAA Reaccreditation Report

PMAP 8171: Management Systems and Strategies
Committee Members: Greg Streib, Katherine Willoughby and Brad Wright

This committee assessed student achievement in PMAP 8171: Management Systems and Strategies, a core requirement of the MPA degree. Of the five universal required competencies related to program mission and public service values of concern to NASPAA, our committee assessed student achievement on one exam in PMAP 8171 against the domain: ***to lead and manage in public governance***. The syllabus for the PMAP 8171 course most recently taught in the spring semester, 2014, states as course objectives:

- ✓ Distinguish management as it operates in public, non-profit, and private organizations
- ✓ Understand the environment in which organizations operate, including economic markets, networked policy implementation arrangements, and in light of the New Public Management movement
- ✓ Compare different methods of structuring organizations to achieve goals
- ✓ Assess the challenges of managing in an environment of ambiguous, multiple, and conflicting goals
- ✓ Problem solve related to managing people in public and non-profit organizations
- ✓ Articulate the components of various performance budgeting and management systems and evaluate their strengths and weaknesses
- ✓ Discern avenues for stakeholders and citizens to have input into public program management
- ✓ Assess and navigate organizational innovation and change processes

Our assessment is based on student effort on one exam (case analysis) completed in the spring semester, 2014, PMAP 8171 course. A total of 10 exams were randomly sampled from the 30+ available from this course. Each committee member read and assessed student achievement on 3 to 4 exams, using the PMAP 8171 rubric developed. Assessments were conducted during the months of May and June, 2014, after the conclusion of the course. A copy of the course syllabus, the exam used for this assessment, and the assessment rubric are included at the end of this report as Appendix A.

PMAP 8171 as taught emphasizes the development of exceptional leadership, management and communications skills through class discussions, group exercises and as evidenced by individual students through their written products. Students in PMAP 8171 complete several short written briefs that require them to assess management cases developed by Harvard University. Also, students complete three exams that are management cases developed by our faculty. These cases present complex governance and public service problems and are often modelled on real-life local, regional or global examples. Given the complexity inherent in these management cases, there is no one best response and thus students gain expertise in grappling in very realistic ways with problem solving, determining appropriate management strategies to engage, and leading the way forward. Case analysis requires students to uncover problems, consider solutions, discern appropriate methods to achieve determined goals, recognize the influence and role of citizens and stakeholders, and provide innovative ways to approach the future. Similarly, in any given case (or circumstance) of public management, the successful leader and manager must discern which are the most pressing problems, scan political, fiscal, economic and social environments, consider realistic management options and the consequences of their implementation, be open to innovative strategies, and most important, develop a plan for action. The four competencies in the scoring rubric below address such skills and knowledge necessary ***to lead and manage in public governance***.

- ✓ Problem solve related to managing people in a public organization
- ✓ Understand different organizational structures that affect organizational performance and goal attainment
- ✓ Articulate stakeholder and citizen roles in public program management
- ✓ Assess organizational and other innovation and change processes to improve management results

Table 1 presents individual scores and averages by these competencies related to student achievement regarding ***to lead and manage in public governance***. Though three of the competencies realize means closer to “effective” versus “less effective,” generally, students are assessed as realizing a degree of effectiveness for all four competency measures. Students are assessed as most effective regarding their ability to ***assess organizational and other innovation and change processes to improve management results*** and least effective in terms of being able to ***articulate stakeholder and citizen roles in public program management.***

===*Table 1 about here*===

In analyzing student achievement using this one exam, the committee determined that students seem most challenged in terms of balancing their attention equally on external and internal stakeholders and other factors. That is, most do not provide adequate attention to the external stakeholders or the external environment when considering management solutions specific to one government or public program. Specifically in this case, few students provided any discussion of how population demographics or other trends (external drivers) might affect service needs and thus costs. Students are able to cite the public management literature well, though few provide more than a cursory discussion of the theoretical foundations for public management as applied to the case of interest. Most could point to relevant theories but had difficulty indicating how components of theories could be applied to initiate management change, though many presented change strategies or innovative solutions to various management problems. Students who are able to articulate how theory can be applied to practice do not comprehensively address externalities. For example, regarding the present case, many students who discuss span of control encourage greater differentiation without recognizing the additional costs (more middle or senior managers) or the need for greater integration and coordination when tasks are split or work groups are broken into smaller silos. There is some thought on the part of the committee that heavy emphasis on the theory might even limit student ability to think critically and problem solve. Overall, students are thorough in terms of addressing all questions asked on the exam, yet most do not provide comprehensive assessment of all questions.

Table 1. Student Achievement in PMAP 8171 on NASPAA Universal Competency:
To Lead and Manage in Public Governance

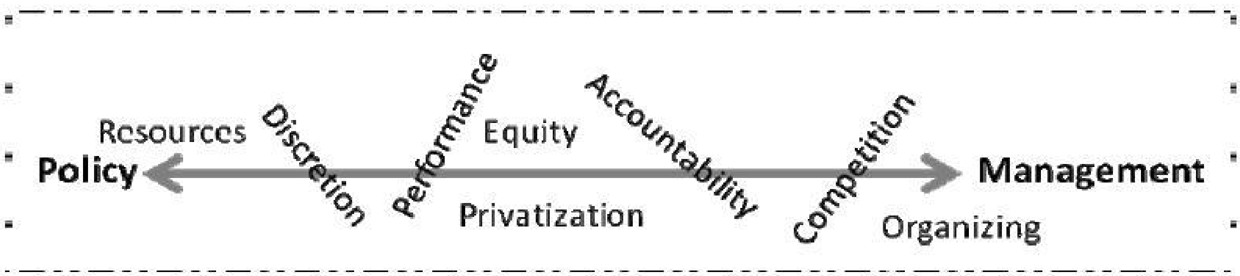
Competency	Student Essay #	Advanced Score: 4	Effective Score: 3	Less Effective Score: 2	Poor Score: 1
Problem solve related to managing people in a public organization (mean=2.7)	1			2.5	
	2		3		
	3		3		
	4		3		
	5			2	
	6			2	
	7			2	
	8			2.5	
	9	4			
	10		3		
Understand different organizational structures that affect organizational performance and goal attainment (mean=2.7)	1				1.5
	2		3		
	3			2.5	
	4			2.5	
	5			2.5	
	6			2.5	
	7			2.5	
	8		3		
	9		3.5		
	10		3		
Articulate stakeholder and citizen roles in public program management (mean=2.0)	1				1.5
	2			2	
	3			2	
	4				1
	5				1.5
	6				1.5
	7				1.5
	8			2.5	
	9		3.5		
	10		3		
Assess organizational and other innovation and change processes to improve management results (mean=2.9)	1			2	
	2		3		
	3			2.5	
	4			2	
	5		3		
	6		3		
	7		3		
	8		3		
	9	4			
	10		3		

The committee determined that the format of the exam may be a major factor in actually hindering students' efforts to be most effective in their responses. The essay format response required as well as the somewhat heavy focus on theory may "box in" students to engage a more academic than practical, problem solving approach. The complexity of the case might be a bit overwhelming vis-à-vis the timeframe for completing the exam and this could frustrate student performance as well. The committee determined that student response in the form of a professional memo should be considered. While the complexity of the case presented might be maintained, students could be afforded choice in questions to answer to allow for their more comprehensive analysis of fewer questions.

APPENDIX A

Includes:

- PMAP 8171 Syllabus: Spring Semester, 2014
- PMAP 8171 Exam used for Student Assessment
- PMAP 8171 Rubric for Student Assessment on NASPAA Competency: ***To Lead and Management in Public Governance***



PMAP 8171: Management Systems and Strategies

CRN 11363

Spring Semester, 2014
Monday, 7:15-9:45 pm
301 Classroom South
Office Hours: Mondays, 2-6 pm
or by appointment

Dr. Katherine Willoughby
326 Andrew Young School
14 Marietta Street
404.413.0117
kwilloughby@gsu.edu or through the course at Desire2Learn

Overview

This class is an introduction to organizations and management. It focuses primarily on the public and non-profit sectors. It is a fast-paced course that is organized around three overarching modules: (1) the environment of government and non-profit organizations, (2) performance measurement and management, and (3) internal management processes. This course syllabus provides a general plan for the course; deviations may be necessary.

Expectations

Students are expected to have two competencies when they enroll in this course. First, students should be well versed in the general workings of U.S. governments, their structures, the policy process, and the tension between bureaucracy and democracy. These areas are covered in PMAP 8111. Second, students should be comfortable reading original social science research. Students should understand the general structure of an academically oriented research article and be able to consume quantitative and qualitative research. Students are not expected to understand all of the statistical analyses and techniques that they read. However, students should make an effort to understand the findings and general conclusions of such work.

Students are expected to ask questions in class when methodological issues are not clear. Basic statistical methods are covered in PMAP 8121 and PMAP 8131. This is a writing intensive course and class participation is expected as well. Students should not enroll in this course if they expect to have significant professional, personal, or travel-related conflicts. This is a graduate-level course that requires substantial reading and preparation, written assignments and three written essay exams. Missing multiple class sessions will make it impossible for students to remain up-to-date on the material.

Approach to Learning and Teaching Philosophy

There is no text for this course. Students will read papers delivered at professional conferences, book chapters, and original research published in academic journals. The instructor will supplement the readings in lectures with additional relevant information and direction on the topics investigated. Most class sessions will cover the topics listed on the syllabus for that day. Cases which students examine in their briefs are drawn from the Case Program at the John F. Kennedy School of Government at Harvard University.

This is not a "tools" course or a "how-to" course on management, but rather an introduction to many of the issues that managers face in public and non-profit organizations. Students should leave the course with a firm understanding of the cutting-edge research on managing public and non-profit organizations as well as greater knowledge about how to apply the ideas and theories learned in class to the workings of actual public and non-profit organizations.

Management is affected by many contingencies, among them the work environment, one's personality, resource constraints, and the characteristics of those being managed. One learns to be a good manager through several paths: (1) conduct of work within an organization and engaging in the practice of management; (2) continued critical thought, self-assessment and reflection, and (3) understanding how other managers have found success. No one can become a good manager unless they practice the craft. Your mandate – as you progress in your career and engage in managerial duties and activities – is to continually self-assess and work to improve your management skills. Finally, your academic life should provide you the opportunity to systematically explore what leads to success in management. My role is to help you with the components (2) and (3) above, through sharing with you the academic research on management, helping you to understand some of the major issues facing public and non-profit managers, and critically assessing your work to support the advancement of your written and critical thinking and communication skills.

Course Learning Objectives

After completing this course, you should be able to:

- ✓ Distinguish management as it operates in public, non-profit, and private organizations
- ✓ Understand the environment in which organizations operate, including economic markets, networked policy implementation arrangements, and in light of the New Public Management movement
- ✓ Compare different methods of structuring organizations to achieve goals
- ✓ Assess the challenges of managing in an environment of ambiguous, multiple, and conflicting goals
- ✓ Problem solve related to managing people in public and non-profit organizations
- ✓ Articulate the components of various performance budgeting and management systems and evaluate their strengths and weaknesses
- ✓ Discern avenues for stakeholders and citizens to have input into public program management
- ✓ Assess and navigate organizational innovation and change processes

Course Policies and Procedures

Academic Honesty

University guidelines on academic honesty will be enforced in this course, and you should be familiar with the GSU Student Code of Conduct and Policies. It is your responsibility to ask questions if you are unclear about what is appropriate. Academic dishonesty violations will result in a minimum penalty of a '0' on the assignment or exam.

Accommodation

Students who wish to request an accommodation for a disability may do so by registering with the University's Office of Disability Services. Students may only be accommodated upon issuance by the Office of Disability Services of a signed Accommodation Plan. Students are responsible for providing a copy of that Plan to instructors of all classes in which an accommodation is sought.

Advice and Assistance

Students are responsible for contacting the Professor when having trouble understanding the material or requirements of the course. Professor Willoughby is available during office hours or by appointment. Please provide your name and telephone number when leaving a message on voicemail (404.413.0117). Students are welcome to communicate with the Professor by Email either through the course on Desire2Learn (preferably) or directly using: kwilloughby@gsu.edu.

Make-up Exams and Incompletes

Make-up exams and/or Incomplete or "I" grades are permitted in rare circumstances only. The Professor has the right (1) to require documentation and proof of the need for an "I" grade, before agreeing to apply the "I" grade; (2) to the assignment of different and/or additional course requirements to the student to complete the course and/or (3) to impose a grade penalty for an "I" grade in the course. Please let the Professor know as soon as you see a problem developing. Familiarize yourself with the University's course withdrawal procedures and particularly, the GSU Involuntary and Emergency Withdrawal Policies.

Semester Midpoint and last day to withdraw from full semester classes: Tuesday, March 4th, 2014

PMAP Career Services and Community Network

The Department of Public Management and Policy (PMAP) provides career support services to all current PMAP students and alumni. To examine what PMAP offers to its students regarding career development, visit: PMAP Career Services. Students are encouraged to arrange an individualized appointment with Dr. Maggie Tolan, Andrew Young School Director of Career Services, by emailing her at: mtolan@gsu.edu. Her office is located in room 49B on the Ground Floor of the Andrew Young School.

Desire2Learn and Student E-mail

This course uses the Desire2Learn course Email to communicate with students. All course related materials, assignments, exams and grades are posted to the course at Desire2Learn. The Desire2Learn course mail feature is used to make announcements and communicate with individual students. Your official GSU student e-mail address that is available at Desire2Learn will be the address used to get in touch with you, if necessary. Please check this account regularly or arrange for it to be automatically forwarded to whatever personal e-mail account that you check daily. All course correspondence should be conducted through Desire2Learn, for consistency.

Grading and Course Evaluation

Your grade at the end of the semester will be based on your performance on three exams and a series of case briefs. The following scale will be used for grading in this course:

93 - 100 A	78 - 79.99 C+
90 - 92.99 A-	73 - 77.99 C
88 - 89.99 B+	70 - 72.99 C-
83 - 87.99 B	60 - 69.99 D
80 - 82.99 B-	0 - 59.99 F

<u>Final Course Grade Components</u>

Case Briefs	15%
Exam #1	20%
Exam #2	30%
Exam #3	35%

<u>Case Briefs</u>

On evenings when cases are noted as required reading, students will be responsible for submitting a "brief" of the case. Three briefs will account for 15 percent of the final course grade. Specific formatting guidelines for the briefs can be found at the end of this syllabus. Briefs are due at the start of class in which the case has been indicated as required reading. Briefs should be submitted to the appropriate dropbox at the course on Desire2Learn ***before*** the start of the relevant class session. Students who are absent from class must submit briefs electronically to the course at Desire2Learn prior to the start of the class in which the brief is due. ***Briefs will not be accepted during or at the end of class of the session in which we will discuss the case. Late briefs (both hard and soft copy) will not be accepted.***

Briefs will be evaluated primarily for completion – those that meet written and analytical guidelines will receive full credit. I reserve the right to refuse credit to briefs that are poorly written, not written in the requested format or those that do not address all questions asked. That is, briefs submitted that do not follow directions will be marked down accordingly. Grades for briefs include: Completed (100 percent), Incomplete/Poorly Written (75 percent), and Not Completed (no credit). Each brief counts for 5 percent of your grade in the course.

<u>Exams</u>

Exams will be essay format and require students to apply concepts and course materials to hypothetical cases. Exams are open-book and open-note and are designed to build student skills in the areas of critical thinking and communication through written expression. Exam #1 (**February 17, 2014**) will be made available to you online at the course on Desire2Learn at the usual start time of class (7:15 pm) and must be submitted back to the course online by **10:00 pm** that same evening. Exam #2 will be made available to you online at the course on Desire2Learn at the usual start time of class (7:15 pm on March 31, 2014) and must be submitted back to the course online by **10:00 pm *the following day***, **April 1, 2014**. Exam #3 will be made available to you online at the course on Desire2Learn at 10:00 pm on the night of the last class session (April 28, 2013) and must be submitted back to the course online by **10:00 pm** one week later on **May 5, 2014.** Due dates and times for exams are final, regardless of when you decide to access and begin any exam. Late submissions of any exam will not be accepted. You must submit your completed exams via Desire2Learn. If the Desire2Learn site is not functioning, send exams to my GSU email, kwilloughby@gsu.edu.

Class Format

The first part of each session will be devoted to discussing the topics for that particular evening. This component of class will be conducted as a seminar, with a mix of lecture and discussion. Students may be called on to answer questions about the readings or to initiate class discussion. The second part of some classes may break students into small groups, usually in order to discuss a case or to conduct an exercise. After small group discussion, we will reconvene as a class to talk about how the different groups responded to the case or the course material considered for that session.

There are three pedagogical reasons that the course operates this way. First, there are many of you who rarely speak in class but have interesting and relevant insights and perspectives that would benefit the entire class. Calling on you directly allows everyone to hear what you have to say and leads to more diversity of interpretation for us to consider as a class. Second, speaking effectively in groups is a bona fide requirement for those entering management positions in any organization and particularly in government and non-profit organizations. You should consider this class a low-risk environment for working on your speaking skills and becoming more comfortable speaking in front of others. Third, the risk of being called upon to discuss the readings provides an incentive for everyone to put adequate time and preparation into the assigned articles. You should use this class to (1) work on conveying your thoughts to others in a clear, logical and persuasive way, (2) work on allowing others to have an opportunity to present their consideration of course materials, and (3) work on listening to your fellow students' arguments and perspectives in a respectful, though critical way. By critical, I mean that you should practice the art of civilly questioning others on their views, and then to be willing and able to offer your perspective and justification for your view in a courteous way.

Schedule of Classes and Topics[1]

Note: All of the readings below will be available via Desire2Learn, with the exception of the Kennedy School cases, which must be purchased through the Kennedy School Case Program website (http://www.case.hks.harvard.edu). ***Starred (*) material indicates required readings; bolded cases indicate the date for which a brief is due****. Dates are subject to change, and students are responsible for keeping up with any such changes that will be announced during class and posted to Desire2Learn.*

Module I: The environment of public and non-profit organizations

01/13 The "publicness" of organizations and influence of markets

How are public and non-profit organizations different from for-profit organizations?

*Rainey, H.G., & Bozeman, B. (2000). Comparing public and private organizations: Empirical research and the power of the a priori. *Journal of Public Administration Research and Theory, 10,* 447-470.

* Boyne, G. A. (2002). Public and private management: What's the difference? *Journal of Management Studies, 39*(1), 97-122.

*Bozeman, B. (2002). Public-value failure: When efficient markets may not do. *Public*

[1]Schedule and readings subject to change at the discretion of the Professor. All changes will be noted on the course at Desire2Learn.

Administration Review, 62(2), 145-161.

01/20 Martin Luther King Holiday: NO CLASS

01/27 Managing for results
How do public and non-profit managers operate in a system of reforms where results and a "bottomline" are emphasized?
*Brignall, S. and Modell, Sven. (2000). An institutional perspective on performance measurement and management in the 'new public sector'. *Management Accounting Research, 11*(3), 281-306.
*Moynihan, D. P. (2006). Managing for results in state government: Evaluating a decade of reform. *Public Administration Review, 66*(1), 77-89.
*Schalock, R. L. and Bonham, G. S. (2003). Measuring outcomes and managing for results. *Evaluation and Program Planning, 26,* 229-235.

02/03 Managing inter-organizational relationships
What are the best practices for managing relationships with key actors in partnerships?
*Meier, K. J., & O'Toole, L. J. (2001). Managerial strategies and behavior in networks: A model with evidence from U.S. public education. *Journal of Public Administration Research and Theory, 11*(3), 271-294.
*Osborne, S. P. (2006). The new public governance. Public Management Review 8(3), 377-387.
****Case Brief DUE: 1971.0 New York City Center for Economic Opportunity: An Evidence-Based Approach to Alleviate Poverty. By Julie Boatright Wilson, Anjani Datla and Dan Levy**

02/10 Managing contractual arrangements and grant relationships
How can public managers maintain accountability when contracting for services and fulfilling grants contracts?
*Hartmann, A., Davies, A. & Frederiksen, L. (2010). Learning to deliver service-enhanced public infrastructure: Balancing contractual and relational capabilities. *Construction Management and Economics 28,* 1165-1175.
*U.S. Government Accountability Office (2012). *GRANTS MANAGEMENT: Action Needed to Improve the Timeliness of Grant Closeouts by Federal Agencies.*GAO-12-360 (April).

02/17 Exam #1 available by 7:15 pm and due by 10:00 pm; upload to the assignment feature at the course on Desire2Learn.

Module II: Internal management processes

02/24 Organizational design: Models of organizational structure
How should managers operate differently under various structural arrangements?
*Daft, R. L. (2007). *Organization Theory and Design (9th ed.).* Chapter 3. Cincinnati: Thomson-South-Western.

03/03 Organizational design: Span of control and reorganization
How does organizational design impact service delivery and effectiveness?

*Meier, K. J., & Bohte, J. (2003). Span of control and public organizations: Implementing Luther Gulick's research design. *Public Administration Review, 63*(1), 61-70.
*Newmann, W. H. (2002). Reorganizing for national security and homeland security. *Public Administration Review, 62*(1), 126-137.

03/04 LAST DAY TO WITHDRAW FROM COURSE.

03/10 Organizational change: Managing innovation, technology and accountability
How do managers balance the often-competing goals of innovation and accountability?
*Borins, S. (2000). Loose cannons and rule breakers, or enterprising leaders? Some evidence about innovative public managers. *Public Administration Review, 60*(6), 498-507.
****Case Brief DUE: 1976.0 Jakarta's Transportation Problems. By Jose Gomez-Ibanez**

03/17 Spring Break: NO CLASS

03/24 Organizational change: Planning and implementation
What challenges do public and non-profit managers face when implementing planned change?
*Fernandez, S., & Rainey, H. G. (2006). Managing successful change in the public sector. *Public Administration Review, 66*(2), 168-176.

03/31 Exam #2 available by 7:15 pm and due by 10:00 pm *the following day* (April 1, 2013); upload to the assignment feature at the course on Desire2Learn.

Module III: Performance measurement and management in public and non-profit organizations

04/07 Goals and effectiveness
How do managers succeed when organizational goals are ambiguous, complex, and in conflict?
*Chun, Y. H., & Rainey, H. G. (2005). Goal ambiguity and organizational performance in federal agencies. *Journal of Public Administration Research and Theory*, *15*(4), 529-557.
*Pandey, S. K. & Wright, B. E. (2006). Connecting the dots in public management: Political environment, organizational goal ambiguity, and the public manager's role ambiguity. *Journal of Public Administration Research & Theory*, 16(4), 511-532.

04/14 Strategic planning and engagement
How should managers use strategy and planning to improve organizational performance?
*Bryson, J. M. (2004). *Strategic planning for public and non-profit organizations (3rd ed.).* Chapter 2. San Francisco: Jossey-Bass.
*Bryson, J. M., Quick, K. S., Slotterback, C. S. & Crosby, B. C. (2013). Designing public participation processes. *Public Administration Review, 73*(1), 23-34.

04/21 Effective public leadership in a complicated world
How can managers lead effectively in an ever changing and complex environment?
*Boin, A. & Hart, P. (2003). Public leadership in times of crisis: Mission impossible? *Public Administration Review 63*(5), 544-553.
*Javidan, M. & Waldman, D.A. (2003). Exploring charismatic leadership in the public sector: Measurement and consequences. *Public Administration Review 63*(2), 229-242.
*Waugh, W. L. & Streib, G. (2006). Collaboration and leadership for effective emergency management. *Public Administration Review 66*(s1), 131-140.
****Case Brief DUE: 1980.0 Shelley Metzenbaum and Improving Federal Government Performance. By Laura Winig and Thomas Glynn**

04/28 Successful management reform: What does the future hold?
Will it be management and/or governance?
*Dunleavy, P., Margetts, H., Bastow, S. & Tinkler, (2006). J. New public management is dead—Long live digital-era governance. *Journal of Public Administration Research and Theory 16*(3), 467-494.
*Pollitt, C. (2002). Clarifying convergence: Striking similarities and durable differences in public management reform. *Public Management Review, 4*(1), 471-492.

Final exam will be available at the course online by 10:00 pm of the last class session.

05/05 Exam #3 due at the course online by 10:00 pm; upload your completed exam to the assignment feature at the course on Desire2Learn.

Case Brief Guidelines

Objectives
By analyzing cases in advance of class, students will think systematically about the issues in the scenarios and formulate some preliminary thoughts about how the case illustrates points made in the other readings. Students will also have concrete bases for discussion in class, and the briefs will be a valuable study aid for the exams.

Format
Each brief will be no longer than three typewritten, double-spaced pages, 1 inch margins all around, 10 or 12 point font only.

Evaluation
Possible brief grades include: Completed (100 percent), Incomplete/Poorly Written (75 percent), and Not Completed (no credit). Each brief counts for 5 percent of your grade in the course. I reserve the right to deny credit to briefs that are poorly written or reflect a lack of student effort.

Content
Prepare briefs in an essay format. Briefs that present responses in a list format will receive no credit, the grade, “Not Completed” (-0-). Rather, you should provide a three page essay that

includes responses to each of the points below. These points will form the basis for discussion of each case in class:

- *Introduction and overview*. Introduce the case to the reader. What are the most relevant facts of the story? What do these facts have to do with the study of public management systems and strategies? Assume that your audience does not know anything about the case.
- *Management problem*. Each case contains at least one and usually several management-oriented problems. Describe the management problems in a paragraph.
- *Management solution*. What did the principal actors in the case do in order to solve the problem(s)? What could they have done in order to prevent the problem(s)? Summarize in several paragraphs anything discussed in the case about solving the problem(s), and justify your solutions and recommendations that could be considered as well.
- *Practical relevance*. Each case has been included in this course for a specific reason. What is the reason this case has been included and for the particular class session? How is this case relevant to learning about public and non-profit management? Justify your assessment in a paragraph
- *Application to theory*. How does this case relate to course readings and the theoretical foundations for management that you have studied thus far? Have you provided a convincing, clear and thoughtful assessment of this case for the reader?

PAUS 8171 – Public Management Systems and Strategies
Exam
Available March 31, 2014 at 7:15 p.m.
DUE: April 1, 2014 by 10:00 p.m. to Desire2Learn

Instructions

In fairness to all students, exams submitted after 10:00 p.m. will not be accepted. If you have not finished your essay by 9:30 p.m. on April 1, 2014, wrap it up as quickly as you can, spend a few minutes reviewing and editing your essay and then upload it to the course, giving yourself about 10-15 minutes to complete the submission process.

You must answer ***all*** questions presented at the end of the case, though in any order that makes sense to you in terms of producing a well-crafted, clear essay. Your essay should be:

- approximately 5 ***double-spaced*** typewritten pages (no fewer than 4 and no more than 6 pages of text)
- 10-12 point font only, no larger or smaller
- 1 inch margins all around
- appropriately cited – for readings from the syllabus you can use just the scholar(s) last name, year of publication (and page number if directly quoted material is used), for example, (Moynihan 2006) in the text is fine. **Materials that you draw from that are not on the syllabus must be fully cited on a separate, additional reference page.**
- ***Directly quoted material must be cited with the author, date of publication and page(s)***; this includes any readings, cases, journal articles, or other literature that you quote from.
  Caveat: *Points will be deducted from essays that include lengthy passages of quoted material—more than two sentences.*
- packaged into 1 WORD file; I should receive 1 file of ~5 pages of text/essay, with cites embedded; Full cites of any referenced materials that is not from the syllabus must be cited in the text AND provided on a separate page from your essay. A reference page is separate from your essay and does not count as a page of text.

Save your work frequently to a flash drive, the clouds or your student locker on the GSU server. If you save your work to the desktop of your computer and it accidentally shuts off, you will not be able to retrieve it.

EXAM ACCESS AND SUBMISSION: You will access the exam through the dropbox feature online at the course. Once you have completed the exam, submit it back to the course through the dropbox feature.
Caveat: *If D2L is not working, send your exam to my Email address at:* kwilloughby@gsu.edu.

Academic Honesty

You are permitted to do the following while completing this exam:
- ✓ Use any notes taken or handouts distributed in class
- ✓ Reference any readings and lectures covered in class
- ✓ Reference any other academic journal articles that you may have read that are related to the topics for the day up to this point
- ✓ Use any outlines or study documents that you created in preparation for the exam
- ✓ Use a dictionary (online or print) to look up words that you do not understand

You are ***not*** permitted to do the following while completing this exam:
- ✓ Talk or communicate in any way with another human being
- ✓ Engage in online chatting with another human being
- ✓ Use the Internet to find answers to questions or to learn more about a topic (the only exception is the approved use of an online dictionary)

Any violations could result in a penalty of a "0" on the exam.
During the exam, you can call me with any questions or concerns: **678-642-7248**

PAUS 8171 – Public Management Systems and Strategies
Exam
Available March 31, 2014 at 7:15 p.m.
DUE: April 1, 2014 by 10:00 p.m. to Desire2Learn

Grading and Rubric

Your exam will be graded accordingly:

Component	Definition	Proportion of Exam Grade
Followed Directions	Essay is presented according to the exam instructions and academic honesty requirements.	5%
Written Expression	Essay is clearly and well written with an introductory paragraph, body of text and concluding paragraph; no misspellings or syntax errors. Paragraphs are well developed; no one- or two-sentence paragraphs.	20%
Comprehensive Response	Essay includes complete response to all questions asked.	25%
Integrated Response	Essay incorporates concepts considered in readings, lectures, briefs and in-class assignments up to the date of the exam. Response indicates a reasonable understanding of this material.	25%
Insightful Response	Essay presents a response that extends beyond the material presented in class. Response indicates critical thinking applied to the problems of interest in the case.	25%

Transforming Transportation in Skidmore

Answer all questions below in your essay, though in any order that best fits an essay that is well flowing, organized, clear and persuasive. Do not include section headings in your essay; do not add extra lines or spaces between paragraphs; indent new paragraphs.

1) Determine a strategic vision for the STA for the next decade. Given its current mission and the strategic vision you have provided, what are the greatest challenges to the STA in meeting goals in the next five years? In the next ten years? Do these challenges impact the leaders and managers of STA similarly or differently? Explain your response.
2) Of the organizational change theories that Fernandez and Rainey (2006) examine, which are most applicable to potential organizational change that you envision the leader(s) must bring about in the STA? Make sure to adequately explain the relevance of at least two theories you consider most applicable to the case and what components of each theory would be useful for successful change in the STA.
3) How might you restructure the STA to better meet its mission and strategic vision? Does Daft (2007) offer any ideas for your restructuring? Explain these ideas and why they are useful here.
4) Use Meier and Bohte's (2003) guidelines below to develop span of control options for different levels of supervision that would be necessary to realize the strategic vision for the STA. Carefully explain your chosen option(s).

Table 5 Span of Control Relationships—Guidelines for Organizing Employees

Narrow versus Wide Spans of Control

Wide spans of control are the default in many organizational settings because such designs maximize resource flows to production and minimize resource flows to supervisory tasks. In other words, wide spans of control are desirable from an efficiency standpoint. This table describes conditions under which *narrow* spans of control are preferable to wide spans of control.

First-Line Supervision

When production technologies in an organization are diverse, spans of control at the first-line supervision level should be narrow.

When role diversity among production level employees is high, spans of control at the first-line supervisor level should be narrow.

When there is great instability or high turnover of production level personnel, spans of control at the first-line supervisor level should be narrow.

Middle-Management Supervision

When role diversity throughout an organization is high, spans of control at the middle-management level should be narrow.

5) Explain the consequences for administrative discretion versus control for the managers of the STA, given your responses to 3 and 4 above. What would Moynihan (2006) have to say about your choices regarding organizational structure and span of control and their impact on discretion and control in your newly organized STA?

Transforming Transportation in Skidmore

The City of Skidmore motto for its transportation services is ***For a Smooth Ride, Its Skidmore!*** The city's transit service (bus only) is provided by the Skidmore Transportation Authority (STA). The mission of the STA is to provide efficient, quiet, accessible service that is economical and environmentally sound. Skidmore has a population of about 107,000 people (2010 Census); the population has doubled in the last decade, and the city is expecting further population growth in the coming decade. Skidmore began as a bedroom community of Fireside, the state capitol, which is 20 miles south of Skidmore and has a population of about 472,000. Approximately 43 percent of the population of Skidmore is aged 25-45 years, 17 percent is aged 45-65 years, 18 percent under 25 years old and 22 percent over 65 years old. Skidmore's population is evenly divided between males and females. The racial breakdown of Skidmore is 48 percent Caucasian, 29 percent African American, 13 percent Latino and the rest is a mix of Asian-American, Indian and Other. Median income for a household in Skidmore is $33,758 and median income for a family is $46,671. Per capita income for the city is about $21,476. About 17 percent of families and 13 percent of the population live below the poverty line, including 26 percent of those under age 18 and 14 percent of those aged 65 or over. Skidmore is a hub for a large property and architectural company that specializes in parking lot development; Skidmore is also home to a nonprofit organization internationally known for its work related to social justice and environmental sustainability in rural areas and developing countries.

Skidmore was incorporated in 1941 and is organized under a form of government that includes a mayor, city council and city manager. The council consists of representatives from each of nine districts within the city; the mayor is elected at-large. The mayor is relatively weak; this is more of a ceremonial rather than strong policy position. The council is the governing body of Skidmore with the authority to adopt and enforce municipal laws and regulations. The mayor and council appoint members of the community to sit on Skidmore's various boards and commissions, including the Skidmore Transportation Board (STA Board) that includes 11 members (including a president, vice president and treasurer). Appointments are meant to ensure that a wide cross-section of the community is represented. The city council appoints the city manager. The council-manager relationship is comparable to that of a board of directors and CEO in a private company. The city manager appoints department heads and is responsible to the council for all of Skidmore's operations. The city council also appoints the city attorney who serves as Skidmore's chief legal officer, and the city clerk who maintains all the government's records. Terms of office for council members are for four years and members may serve an unlimited number of terms. Currently, five members are in their third term each; three are in their first term and one member is in his fifth term.

Skidmore operates a power plant under the direction of the Board of Lights and Water. Skidmore also operates a water facility as a public authority with its home county, Canon County. Public schools within the boundaries of Skidmore are operated by Skidmore City Schools (SCS). The school system employs 2,723 people. SCS is an International Baccalaureate (IB) World School district which means that its programs offer advance global perspectives and intensive teacher training to support these programs. Several years ago, SCS became the first IB World School district in the state authorized to offer the IB Middle Years Program (MYP) for grades 6-10. SCS is one of only a few school systems nationwide able to provide the full IB (K-12) continuum. Skidmore is also home to a small college and a technical school that collectively serve more than 19,000 students, offering more than 64 programs of study. There have been rumors that the college is seeking to increase enrollment in the next five years and expand its "footprint" via satellite campuses outside of city borders.

The STA took over a private bus company in 1972; demand for transit services in Skidmore was beginning to increase and the bus company was unable to turn a profit for several years. Skidmore operates the bus system for the city and some surrounding local connections and provides services to its local schools and the college through CART (College Area Rapid Transit); this is a program embedded into the STA organization. Today, the STA organizationally is made up of an Executive Director, Justin Rivers, who has experience managing transit systems in two smaller cities. Rivers is a city planner by trade and has an undergraduate degree from University of Idaho and a master's degree in urban planning from the University of California, Berkeley. Rivers has been in his position with Skidmore for two years. Lewis Jamison is the Director of Operations and Maintenance and is responsible for the following divisions within his department: bus operations, field operations, vehicle maintenance, dispatch, training, contract operations, facility maintenance, marketing and security. Jamison has worked for the STA for 18 years, beginning as a bus driver; prior to this position, he drove a bus route for a large urban transit system in another state. He has a degree from Southern Polytechnic Institute in Georgia. Sarah Carter is the Chief Financial Officer for STA. She is a CPA and came to the STA just last year; she has a degree in finance from the University of Chicago and was a finance director of a small city in Illinois before coming to the STA.

The position of Director of Administration and Risk Management is open. Most recently, the Director went on maternity leave and while on leave, decided not to return to the position. This person had been the Director for two years. The Director prior to her had been in the position for 17 years. The Assistant Director, Robbie Tackler, is currently serving as Acting Director of the Department of Administration and Risk Management. This department includes the divisions: organization development and employment, regulatory compliance, recruiting and staffing, compensation and benefits administration, pension administration, health and wellness coordination, policy development, communications, and records management (data archiving, retention and destruction of official records). Tackler has been with the STA for 24 years, has an undergraduate degree in political science from the University of Missouri and just graduated with a MPA degree from Georgia State University. All told, the STA has 1,872 employees; 312 work in Administration and Risk Management; 98 in Finance; and 76 in the Office of the Executive Director. The rest of the employees at STA work for Jamison in Operations and Maintenance.

Skidmore has a simple network of highways and roads – two major interstate highways cross through town. One of the highways goes directly north-south, into the state capitol and a few mid-sized cities beyond that on the south and by one large and several small cities to the north. The other highway runs east-west and connects Skidmore with a number of small, but growing cities to the east and the west. There have been proposals for a beltline highway around Skidmore that would connect with both the major highways. In addition to the STA bus system and CART, Skidmore operates a small airport that provides about 550 aircraft operations (flights in and out) per day. This airport provides relief service for the larger airport that is run by Fireside. Commercial passenger service through Skidmore's airport is provided by Delta/Delta Connection and Southwest Airlines. Skidmore also has rail through the city that provides for service from one major railroad freight company, CSX Transportation, and one passenger railroad service, Amtrak Star, that runs one eastbound and one westbound train daily from the local train station in Skidmore. The airport and railroad are separate entities from the STA. The

STA provides some express services to small cities that surround it and to Fireside. These services are determined by inter-local government agreements that are renegotiated every few years.

In spite of the breadth of transportation services provided, Skidmore is not meeting all of its transit service needs – particularly in outlying areas. It has been suggested in the past that STA be replaced with a regional transit authority, dependent upon approval of funding by each of the other governments involved (all told, about 11 other local governments could be involved if a regional authority were considered today). STA currently operates from two facilities; one is the central station and a main passenger transfer terminal in the middle of Skidmore, providing customer information and ticket sales, vending, restrooms and a customer waiting area. This is also the site of the building that hosts Executive Board Meetings and houses administration staff offices. A second facility is located north of Skidmore and is the base for route operations, vehicle maintenance and additional administrative staff. The STA operates fixed route service on 29 routes in and around Skidmore, which includes 23 local routes, 4 express routes, 1 contracted shuttle and a downtown circulator that provides integration with the CART system. The STA also has an express route to the state capitol. The STA and CART service areas encompass approximately 1,643 square miles and a total population of ~654,000.

The system has been working for the past several years to replace its aging bus fleet with eco-friendly buses. It is about halfway done with replacement. There are no extra funds for capital investment this year. The system is also considering adding cameras at both facilities and various stops around the region, to improve safety. However, the budget for such safety measures has not been fully fleshed out yet. The latest STA operating revenue and cost data are attached, along with the fare structure for the Authority. The last fare increases at STA went into effect in 2012. Recent issues related to Skidmore and the STA include:

- a STA bus hit a pedestrian crossing a street a month ago; the pedestrian was found to be at fault, but publicity about the accident hinted that bus operators are overworked and may be too tired at the end of their shifts to avoid such accidents
- a college student tripped and fell off of a CART bus when it was stopped, late one Saturday night; this passenger was found to be at fault, but media reports about the accident insinuated that the CART system is old and not very accommodating of its riders
- a large food and beverage conglomerate is considering moving its headquarters just outside of Skidmore and has asked about special transportation programs for employees
- a neighboring county is considering building its own airport
- the U.S. federal government has just opened up the application period for a new competitive grant to U.S. localities seeking funding for plans to develop innovative, cost-effective methods of advancing their transportation services; a local government must pair with at least one other local government when applying for the grant; successful grantees can use the money for operations and/or capital

Most Recent Operating Budget of the STA

Departments & Divisions	Operating Costs in $
Executive Office	$892,000
Administration & Risk Management	
OD and Employment	$221,000
Regulatory Compliance	$126,000
Recruiting and Staffing	$318,000
Comp and Benefits	$211,000
Pension	$149,000
Health and Wellness	$122,000
Policy and Communications	$245,000
Records Management	$288,000
Finance	$754,000
Operations & Maintenance	
Bus Operations	$9,654,000
Field Operations	$2,896,000
Vehicle Maintenance	$6,523,000
Facilities Maintenance	$1,456,000
Dispatch, Training and Contracts	$284,000
Security	$465,000
Marketing	$293,000
Total Operating Costs	**$24,897,000**
Operating Revenue Sources	**Operating Receipts in $**
Operating Fares	$2,987,000
Local Assistance	$4,850,000
Ad Valorem and Other Taxes	$9,296,000
Investment Income	$96,000
Other Income	$77,000
Federal Assistance	$7,591,000
Total Operating Revenues	**$24,897,000**

Notes: This budget is for operations only and does not include the STA capital budget. Local assistance is funding provided by the City of Skidmore as well as outlying governments and other entities that receive services from STA.

STA Current Fares

	Regular Fare-One Way	Monthly Pass
Adults	$ 1.50	$ 40.00
Seniors/Disabled	$ 1.00	$ 25.00
K-12 Students	$ 0.75	$ 20.00
College/Technical Students	$ 1.00	$ 25.00
Transfers	$ 0.50	
5-Day Pass (unlimited trips)	$ 13.00	
Summer Pass (unlimited trips, June 15-August 15)	$ 35.00	

PMAP 8171 RUBRIC FOR FACULTY ASSESSMENT OF STUDENT COMPENTENCY RE: TO LEAD AND MANAGE IN PUBLIC GOVERNANCE.

	Advanced Score: 4	Effective/Developing Score: 3	Less Effective/Introductory Score: 2	Poor Score: 1
Problem solve related to managing people in a public organization	Indicates advanced understanding of the environment in which the organizations and people in the case operate. Clearly articulates management problems of the case and conclusion fully supported by case analysis.	Indicates basic understanding of the environment in which the organizations and people in the case operate. Articulates most management problems of the case, some more thoroughly than others. Conclusion supported by case analysis.	Indicates limited understanding of the environment in which the organizations and people in the case operate. Articulates few of the management problems of the case, and most only superficially. Conclusion not well supported by case analysis.	Indicates little or no understanding of the environment in which the organizations and people in the case operate. Fails to articulate the management problems presented in the case. Conclusion not supported by case analysis.
Understand different organizational structures that affect organizational performance and goal attainment	Comprehensively assesses organizational solutions to address management problems as related to the case and explains how structure impacts management performance and goal attainment.	Assesses some organizational solutions to address management problems as related to the case and explains how structure impacts management performance and goal attainment.	Assesses a few organizational solutions to address management problems as related to the case and explains, though incompletely, how structure impacts management performance and goal attainment.	Does not provide organizational solutions to address management problems as related to the case, nor explains how structure impacts management performance and goal attainment.
Articulate stakeholder and citizen roles in public program management	Clearly and thoroughly assesses stakeholders in the case and presents avenues for stakeholder and citizen involvement in public program management.	Assesses some stakeholders in the case and presents a few avenues for stakeholder and citizen involvement in public program management.	Identifies stakeholders in the case but presents no avenues for stakeholder and/or citizen involvement in public program management.	Does not adequately identify and assess stakeholders in the case and does not present stakeholder and citizen involvement in public program management.
Assess organizational and other innovation and change processes to improve management results	Evidences high-level, critical thinking related to solving the management problems exhibited in the case and presents realistic, yet innovative, solutions to these problems.	Evidences critical thinking related to solving the management problems exhibited in the case and presents realistic solutions to these problems.	Evidences elementary attention to solving the management problems exhibited in the case and considers solutions to these problems only superficially.	Evidences poor attention to solving the management problems exhibited in the case and does not consider realistic solutions to these problems.

Evaluation of Public Law Course and NASPAA Competencies

Introduction

The Network of Schools of Public Policy, Affairs and Administration (NASPAA), which is the accrediting agency for the Department of Public Management and Policy of the Andrew Young School of Policy Studies, has developed competencies that are expected of students in graduate programs in public administration and policy. The competencies include the following five domains:
(1) the ability to lead and manage in public [and nonprofit] governance;
(2) the ability to participate in and contribute to the policy process;
(3) the ability to analyze, synthesize, think critically, solve problems and make decisions;
(4) the ability to articulate and apply a public service perspective; and
(5) the ability to communicate and interact productively with a diverse and changing workforce and citizenry.

PMAP 8411 approaches these competencies in the context of the study of public and nonprofit law. It is expected that after taking this course the student will demonstrate the ability to lead and manage in public and nonprofit governance through the application of public and nonprofit law principles, to use public and nonprofit law to contribute to the policy process, to use the law to analyze, synthesize, and articulate solutions to problems in both the public and nonprofit sectors and to understand how legal principles may enhance public service, diversity in the workforce and pluralism?

Evaluation of competencies

In PMAP 8411, the NASPAA competencies are evaluated in an essay question given as part of the course final examination. The question has several parts designed to evaluate these competencies in light of the material covered in the course. The essay question is graded by the course instructor and is part of the student's final grade.

For the purposes of evaluation of the instructor and the course, curriculum development, NASPAA accreditation and other similar purposes, the essay question is reviewed by another professor and the results of that evaluation given to the instructor.

Over the course of two semesters, the essay question and evaluation rubric were developed by Jim Martin, the instructor, and by Dr. Janelle Kerlin Bassett. The independent evaluation for the spring semester 2014 was done by Dr. Kaisheka Juree Capers.

The fact basis for the essay question used for the spring semester 2014 was the United States Supreme Court's recent decision in the case of Schuette v. BAMN, 572 U.S. ___ (2014). In that case, the Supreme Court reversed a decisions of the United States Court of Appeals for the Sixth Circuit concerning race-based preferences for college admission at the University of Michigan. The Court of Appeals had invalidated an amendment to the Michigan State Constitution, which had been approved by the voters, prohibiting race-based preferences as part of the admission process at state universities in

Michigan. By a 6 to 2 vote (Justice Kagan did not participate in the decision), the Justices of the Supreme Court did not hold unconstitutional race-based preferences. Instead the Court ruled that it did not have the power to invalidate the decision made by the Michigan voters. The essay question included a synopsis of the Court's decision.

Students were asked to write an essay in response to the following facts. You are a policy advisor for the President of The University of Michigan. He asks you for your advice on how he should respond to the Supreme Court’s decision. He wants you to (1) explain to him the legal issues involved and to make specific recommendations about what, if anything, the University should do on the following issues: (2) What should the University’s public position be on the court’s decision? (3) Should the University attempt to change the state constitution? (4) If the University’s position is to change the state constitution, how should the constitution be changed? (5) Are there other alternatives available to the University to ensure diversity in the student body? (6) What, if anything, should the University do to assist both (a) applicants for admission who will now be admitted because of the court’s ruling and (b) applicants who will be denied admission because of the court’s ruling? He asks that you write him a memorandum answering his questions.

The questions were designed to evaluate the student's proficiency in the NASPAA competencies. A rubric was prepared to be used by the instructor and by the evaluator. The maximum number of points was 25.

Application of Competency Rubric:

The following was the rubric used by the instructor and the evaluator.

(1) Explain the legal issues involved.

Element (1) is used to evaluate competency 1 which is as follows:

"The student is required to demonstrate the ability to lead and manage in public [and nonprofit] governance through knowledge of public law."

Unacceptable (0 Points): Student does not understand the legal principle involved.

Acceptable (1-8 Points): Student demonstrates an understanding of the legal principle(s) involved and correctly applies this understanding to the fact situation.

NOTE: Answer should discuss:

(a) The Supreme Court ruled it did not have the authority to overrule the Michigan voters’ decision to amend the Michigan State Constitution to prohibit racial preferences in admission decisions by public institution of higher education in Michigan.

(b) The Supreme Court did not rule that race-conscious admission decisions in public higher education are unconstitutional.

Exemplary (9-10 Points) Student demonstrates an understanding of the legal principle(s) involved, correctly applies this understanding to the fact situation, and displays original, creative or innovative analysis.

NOTE: Answer should explain that the Supreme Court ruled that the cases relied upon by the Court of Appeal for the Sixth Circuit did apply because those cases involved public initiatives that caused specific injuries on account of race.

(2) What should the University's public position be on the court's decision? (3) Should the University attempt to change the state constitution? (4) If the University's position is to change the state constitution, how should the constitution be changed?

Element (2) is used to evaluate competency 2.

"The student will be required to demonstrate the ability to participate in and contribute to the policy process."

Unacceptable (0 Points): Student is unable to identify the legal issue(s) involved in a public policy process.

Acceptable (1-4 Points): Student identifies the legal issue(s) involved in a public policy process and applies the law to develop a course of action.

NOTE: Answer should make specific recommendation.

Exemplary (5 Points): Student identifies the legal issue(s) involved in a public policy process, applies the law to develop a course of action, and demonstrates original, creative or innovative thinking in explaining the recommendation.

NOTE: Answer should explain the recommendation and demonstrate original, creative or innovative thinking in explaining the recommendation.

(3) Are there other alternatives available to the University to ensure diversity in the student body?

Element (3) is used to evaluate competency 3 which is as follows:

"The student will be required to demonstrate the ability to use the law to analyze, synthesize, and articulate solutions to problems in both the public and nonprofit sectors."

Unacceptable (0 Points) Student is unable to develop a solution to a public policy problem involving public law.

Acceptable (1-4 Points) Student is able to develop a solution to a public policy problem involving public law.

NOTE: Answer should make a specific recommendation.

Exemplary (5 Points) Student is able to develop a solution to a public policy problem involving public law and demonstrate original, creative or innovative thinking in explaining the recommendation.

NOTE: Answer should explain the recommendation and demonstrate original, creative or innovative thinking.

(4) What, if anything, should the University do to assist both (a) applicants for admission who will now be admitted because of the court's ruling and (b) applicants who will be denied admission because of the court's ruling?

Element (4) is used to evaluate competencies 4 an 5.

"The student will be required to demonstrate an understanding of how legal principles, including Constitutional principles, may enhance public service, diversity in the workforce and pluralism."

Unacceptable (0 Points) Student is unable to identify an issue that involves the enhance public service, diversity in the workforce or pluralism.

Acceptable (1-4 Points) Student identifies an issue that enhances public service, diversity in the workforce or pluralism and uses the law to develop a response.

NOTE: Answer should make a specific recommendation

Exemplary (5 Points) Student identifies an issue that involves the enhancement of public service, diversity in the workforce or pluralism, uses the law to develop a response, and demonstrates original, creative or innovative thinking.

NOTE: Answer should explain the recommendation and demonstrate original, creative or innovative thinking.

Feedback and response.

After the essay question was administered and graded by the instructor as part of the final examination in PMAP 8411, Dr. Kaisheka Juree Capers, who is an expert in legal issues concerning diversity, evaluated the essays and graded the essays. She was not aware of the grades given by the instructor. Her analysis was provided to the instructor and a statistical analysis was done comparing her grades and the instructor's grades. All this information was provided the instructor. The instructor will used the analysis both in preparing the course coverage in the future and in grading future measurements used to test students in the areas of NASPAA competencies. Specifically, the following findings and adjustments were made based on student performance on and the independent evaluation of the student essays:

(1) A two-hour timed essay may not give students enough time to demonstrate the competences evaluated. For the fall semester 2014, the instructor plans to revise the course syllabus and classroom instruction to more thoroughly integrate the competencies into the course. If this does not improve student performance on the

end of the course essay, the instructor will consider replacing the essay with a team project.

(2) Several of the student essays did not demonstrate strong problem-solving skills. For the fall semester 2014, the instructor plans to increase the class written assignments from 2 to 4 and to focus the assignments on problem solving concerning a contemporary public law issue.

(3) The essay format is limited in evaluating student public service perspective and the student's ability to communicate and interact with a diverse and changing workforce. For the fall semester 2014, the instructor will refocus class discussions to include these competencies. The benefit of this approach is that it takes better advantage of the diversity in the student body at the Andrew Young School.

(4) The instructor's grades on the student essay were greater than the evaluator's. For the fall semester 2014, the instructor will more strictly grade the essay.

PMAP 8431, “Leadership and Organizational Behavior,” competency assessment

“To lead and manage in public governance” requires the ability to address conflict as a public or nonprofit manager. The two faculty who taught PMAP 8431, “Leadership and Organizational Behavior,” during 2013-2014 assessed students’ ability to manage conflict using an essay examination from one class and small-group team exercise reports from the other. They chose a random sample of six student answers to one of the two questions on the final examination in the first class and all four summary reports on the final team exercise in the second class. The two instructors used the attached rubric, which they developed jointly for this purpose, to rate student’ ability produce persuasive arguments for how to address conflicts by applying theories taught in the course against.

The two sets of scores showed relatively strong inter-coder reliability, with both instructors agreeing on the best and worst product within each set. The instructors evaluated all of the student products as having achieved at least the “developing” level of accomplishment on the competency.

The instructors discussed the findings, and concluded that the differences in grading may principally reflect different emphases in the two offerings of the class. Leadership and organizational paper is a subject that can be taught from a variety of perspectives, and the instructors chose slightly different approaches from that variety. That said, the predominant finding from the assessments is that both classes appear to be achieving an acceptable level of competency on “leading and managing in public governance.”

The instructors’ discussion of the assessments did not produce any sense of a need to change teaching of the competency in either offering of the class. However, it did lead to some cross-fertilization of readings and topics covered in each offering, potentially improving both offerings.

To lead and Manage in public governance
PMAP 8431 Rubric

	Poor	Developing	Advanced
Uses management (leadership and motivation) theories and concepts to identify and/or assess organizational and managerial problems	Demonstrates little knowledge or use of theories and concepts or uses them incorrectly	Selects or uses an appropriate theory (or theories) to address the question/case given but does not always use the theory correctly or fails to use theory to address/identify all key issues	Selects or uses an appropriate theory (or theories) to address the question/case given, uses the theory correctly to address/identify all key issues.
Provides convincing rationale for why the problem needs to be addressed	Does not provide a clear and convincing rationale for why the problems identified are important to address	Provides some rationale for why the problems identified are important to address but the rationale is not always clear or convincing	Provides a clear and convincing rationale for why the problems identified are important to address
Understands how different contextual situations influence leadership and motivation*	No discussion of how the context or situation influenced leadership and/or employee motivation. Poor discussion of leadership style that fails to use theories and concepts	Provides a specific example of how the contextual situation influenced leadership and/or employee motivation, with some connection to theories and concepts	Demonstrates a clear understanding of how leadership style and/or employee motivation is influenced by contextual situations using theories and concepts

*This might include limitations on using certain types of rewards and potential public or political reaction to actions typically faced by public/nonprofit organizations. Might also include how past actions (described in case) or current recommendations may have negative consequences in terms of a manager's power, equity concerns or sets bad precedents for other employees)

Formulates recommendations for addressing the key issues (employee motivation and/or conflict) that are grounded in leadership/management theories	Fails to provide recommendations or the recommendations lack specificity (how they could/should be implemented in this specific situation) and are not clearly consistent with theories and concepts	Provides some case-specific and appropriate recommendations (including how to implement them) for some (but not all) of the key issues that seem consistent with theories and concepts	Provides case-specific and appropriate recommendations (including how to implement them) to address the most important issues that are consistent with theories and concepts

Uses theory to support recommendations	Does not use theory to support or explain the recommendations	Uses theory to provide some (but not complete and/or clear) rationale for why these recommendations should work	Uses theory to provide a convincing rationale for why these recommendations should work