

APPENDIX

Table 1: PPA Learning Objective Matrix by Core Objectives and Courses

General	Specific	200-	205-	207-	210-	220A-	220B-	230-	240A-	240B-
Critical Thinking										
	problem definition	P	S	P	P	P		S	S	S
	research design and causal inference	S	P	P		S	S		S	S
	delineation of options	P			S	P			S	S
	implementation considerations	S				S	P	S	S	S
	ethical implications of choices	S	S	S	P	S	S	S	S	
Integrative Thinking										
(interdisciplinary skill sets	economic concepts and analysis	S		S		P	P	S		
brought to bear on public	political environment and analysis	S	S		P	S	S	S	S	S
policy analysis)	techniques of policy analysis	P	S			P	S			
	budgeting concepts and budget analysis	S				S	S	P		
	organizational analysis/change/development	S						S	P	P
	statistical analysis		S	P			S	S		
Effective Communication for Policy Audiences										
	report writing	P	P	P		S	S		S	S
	memo writing	S			P	S	S		S	S
	presentation of technical information	P	S	S		S	S	S		
	oral presentations	P	S	S					S	S
	effective presentations	P	S					S	S	S

Understanding Professional Role	200-	205-	207-	210-	220A-	220B-	230-	240A-	240B-
role of public sector in democratic/market system	P			S	P	S			
role of nonprofit sector	P						S	S	S
California policy context	P			S	S	P	S	S	
intergovernmental relations	S			S		P	P	S	
role of policy analyst	S	P	P	S	P	S	S		
role of public manager	S						S	P	P
public sector workplace and role ethics	S			P	S				S
Practical Applications									
influencing the policy process		S		P	S	S	S	S	S
practical problem solving	S	S			P	P		P	
data collection -- how and where to get data		P	P		S	S	S	S	S
use of statistical and other data	S	S	P			S			
benefit/cost analysis					P	P			
group collaboration skills	P			S	S	S		S	S
understanding budgets							P	S	
performance measurement							P	S	P
strategic planning							S	S	P
conflict resolution				P				S	
Key:									
P = primary coverage									
S = secondary coverage									
Blank = not covered									

Table 2: PPA Student Assessment of Core Learning Objectives by Course

Results of Course Assessments by Course for Fall 2010

Department of Public Policy and
Administration

5 = excellently, 4 = very well, 3 = satisfactorily, 2 = poorly, 1 = not accomplished

Course	Learning Objective	Enroll	Polled	5	4	3	2	1	average					
PPA 200, Intro to PPA														
Section 1														
1 .	Critical thinking and analysis: Delineate options for solving those problems.	24	24	7	29.2%	11	45.8%	6	25.0%	0	0%	0	0%	4.04
2 .	Critical thinking and analysis: Maintaining a logical relationship between problem and solutions throughout your analysis.	24	24	9	37.5%	10	41.7%	5	20.8%	0	0%	0	0%	4.17
3 .	Effective communication for policy audiences: Construct a policy document that is clearly written, and includes data and technical information as appropriate.	24	24	7	29.2%	12	50.0%	4	16.7%	1	4.2%	0	0%	4.04
4 .	Effective communication for policy audiences: Practice giving oral presentations.	24	24	12	50.0%	7	29.2%	4	16.7%	1	4.2%	0	0%	4.25
5 .	Effective communication for policy audiences: Understand the effective use of oral presentation aids including PowerPoint and handouts.	24	24	11	45.8%	11	45.8%	2	8.3%	0	0%	0	0%	4.38
6 .	Understand the different roles of the public, private, and nonprofit sectors.	24	24	14	58.3%	6	25.0%	3	12.5%	1	4.2%	0	0%	4.39
7 .	Develop skills in working effectively in groups.	24	24	13	54.2%	9	37.5%	1	4.2%	1	4.2%	0	0%	4.42
8 .	Insure you have a baseline understanding of the context for policy analysis in California. In particular the role of initiatives, fiscal austerity, and changing demographics.	24	24	12	50.0%	6	25.0%	6	25.0%	0	0%	0	0%	4.25
9 .	Understand the major research and/or professional conventions, practices, and methods of inquiry of the discipline	24	24	2	8.3%	11	45.8%	6	25.0%	4	16.7%	1	4.2%	3.38
10 .	Understand the major formats, genres, and styles of writing used in the discipline	24	23	2	8.7%	11	47.8%	7	30.4%	3	13.0%	0	0%	3.52
11 .	Practice reading and writing within the discipline	24	23	11	47.8%	9	39.1%	3	13.0%	0	0%	0	0%	4.35
12 .	Practice reading and writing as a learning process that involves peer and instructor feedback, revision, critical reflection, and self-editing	24	22	5	22.7%	10	45.5%	7	31.8%	0	0%	0	0%	3.91
Overall Averages for section		24	24	9	37.0%	9	39.8%	4	19.0%	1	0%	0	0%	4.09

PPA 205, Research

Section 1

- 1 . Appreciate the importance of the “front end” of research (i.e., research design).
- 2 . Appreciate specific design principles that are common to a number of different types of research, such as the critical role of theories, hypotheses, and comparisons.
- 3 . Appreciate the importance of thinking systematically about establishing causality.
- 4 . Understand how to proceed from a concept to a means of measuring the concept.
- 5 . Understand the attributes, advantages, and limitations of various types of data collection methods, including: a) experiments; b) surveys; c) field research; d) accessing electronic data archives; and e) conducting historical analysis.
- 6 . Appreciate how to use simple data analysis techniques to draw tentative conclusions.
- 7 . Understand how to write an effective research proposal.
- 8 . Appreciate some of the ethical considerations applicable to applied social science research.

Overall Averages for section

Section 2

- 1 . Appreciate the importance of thinking through the entire design of a study before diving in.
- 2 . Appreciate specific design principles that are common to a number of different types of research, such as the critical role of theories and hypotheses.
- 3 . Understand the main approaches for detecting cause-and-effect relationships in scientific research, including those based on experimental and non-experimental designs.
- 4 . Learn how to proceed from a concept to a variable designed to measure the concept in a valid and reliable fashion.
- 5 . Understand the advantages and limitations of various types of data collection methods, including: a) surveys; b) interviews; c) participant observations; d) content analysis, and; e) secondary data.
- 6 . Understand the differences between descriptive and inferential data analysis, and their implications for research design and data collection.
- 7 . Learn how to write an effective research proposal.
- 8 . Appreciate some of the ethical considerations applicable to applied social science research.
- 9 . Understand the strengths and limitations of various non-experimental designs including single case studies, small-n case comparisons, and large-n studies.
- 10 . Learn the major criticisms of social science, and how to defend or critique a study

7	7	5	71.4%	2	28.6%	0	0%	0	0%	0	0%	4.71
7	7	4	57.1%	3	42.9%	0	0%	0	0%	0	0%	4.57
7	7	4	57.1%	3	42.9%	0	0%	0	0%	0	0%	4.57
7	7	4	57.1%	3	42.9%	0	0%	0	0%	0	0%	4.57
7	7	3	42.9%	4	57.1%	0	0%	0	0%	0	0%	4.43
7	7	3	42.9%	3	42.9%	1	14.3%	0	0%	0	0%	4.29
7	7	5	71.4%	2	28.6%	0	0%	0	0%	0	0%	4.71
7	7	4	57.1%	3	41.1%	0	0%	0	0%	0	0%	4.55
15	15	5	33.3%	9	60.0%	1	6.7%	0	0%	0	0%	4.27
15	15	8	53.3%	4	26.7%	3	20.0%	0	0%	0	0%	4.33
15	15	4	26.7%	7	46.7%	4	26.7%	0	0%	0	0%	4
15	15	5	33.3%	8	53.3%	1	6.7%	1	6.7%	0	0%	4.13
15	15	9	60.0%	3	20.0%	3	20.0%	0	0%	0	0%	4.4
15	15	7	46.7%	3	20.0%	4	26.7%	1	6.7%	0	0%	4.07
15	15	7	46.7%	7	46.7%	1	6.7%	0	0%	0	0%	4.4
15	15	9	60.0%	5	33.3%	1	6.7%	0	0%	0	0%	4.53
15	15	5	33.3%	7	46.7%	3	20.0%	0	0%	0	0%	4.13
15	15	2	13.3%	9	60.0%	4	26.7%	0	0%	0	0%	3.87

from both positivist and post-positivist perspectives.

- 11 . Become aware of the politics of research, and understand how to position a study to influence policy decisions.

Overall Averages for section 15 15 6 39.4% 15 15 4 26.7% 4 26.7% 7 46.7% 0 0% 0 0% **3.8**

Overall Averages for section 15 15 6 39.4% 15 15 4 26.7% 4 26.7% 7 46.7% 0 0% 0 0% **4.18**

PPA 220A: Applied Economic Analysis I

Section 1

- 1 . Problem definition: Understand the appropriateness of beginning a policy analysis by first defining the policy problem in a statement that does not include solution option(s) to the "true" policy problem. (Critical Thinking) 26 20 9 45.0% 9 45.0% 2 10.0% 2 10.0% 0 0% 0 0% **4.35**
- 2 . Delineation and evaluation of options: Understand the desirability of offering multiple solution options to a policy problem and evaluating these options in terms of criteria that include at least measures of efficiency and equity. (Critical Thinking) 26 19 9 47.4% 8 42.1% 2 10.5% 0 0% 0 0% **4.37**
- 3 . Techniques of policy analysis: Understand that wisdom to be drawn upon in making policy decisions comes from the market, experts, and politics; that this wisdom is usually conflicted from two of the sources, and mitigated by the third source (as illustrated by Munger's triangle). (Integrative Thinking) 26 20 13 65.0% 7 35.0% 0 0% 0 0% 0 0% **4.65**
- 4 . Economic concepts and analysis: Understand that important role that economic concepts (supply, demand, markets, perfect competition, monopoly, consumer and producer surplus, externalities, public goods, etc.) and thinking (rational prioritization, marginal analysis, equilibrium, probability, time discounting, benefit/cost, "bang for the buck, etc.) play in policy analysis. (Integrative Thinking) 26 20 7 35.0% 12 60.0% 1 5.0% 0 0% 0 0% **4.3**
- 5 . Role of public sector in democratic/market system: Understand that even competitive market systems can "fail" under certain circumstances (related to market structure, externalities, public goods, and information asymmetry), that a market system offers no guarantee that an outcome is viewed as "equitable" by society, and that the choice of different political institutions in a democracy yield different political/policy outcomes. Thus, there may be a role for public sector involvement in all these areas. (Understanding Professional Role) 26 19 5 26.3% 10 52.6% 4 21.1% 0 0% 0 0% **4.05**
- 6 . Role of policy analyst: Understand that the role of the policy analyst is to offer advice to policymakers on the desirability of alternative solutions to a policy problem. Both ethics and value neutrality are desired in policy analysis. If personal values enter a policy analysis, they should be noted. (Understanding Professional Role) 26 20 7 35.0% 11 55.0% 2 10.0% 0 0% 0 0% **4.25**
- 7 . Practical problem solving: Be able to conduct a basic policy analysis that involves the appropriate identification of the problem, the environment and sources of wisdom regarding the problem, solution alternatives, appropriate criteria to evaluate each alternative, and a recommendation on a course of action. (Practical Applications) 26 20 6 30.0% 10 50.0% 4 20.0% 0 0% 0 0% **4.1**

8 .	8. (a) understand the major research and/or professional conventions, practices, and methods of inquiry of the discipline, (b) understand the major formats, genres, and styles of writing used in the discipline, © practice reading and writing as a learning process that involves peer and instructor feedback, revision, critical reflection, and self-editing. (GW1 Goals)	26	20	<u>5</u>	25.0%	<u>10</u>	50.0%	<u>5</u>	25.0%	<u>0</u>	0%	<u>0</u>	0%	4
Overall Averages for section														
		26	20	<u>8</u>	38.6%	<u>10</u>	48.7%	<u>2</u>	12.7%	<u>0</u>	0%	<u>0</u>	0%	4.26
PPA 240A, Policy Management and Administration I														
Section I														
1 .	Develop a sophisticated sense of the form(s) and functioning of organizations.	26	24	<u>5</u>	20.8%	<u>15</u>	62.5%	<u>4</u>	16.7%	<u>0</u>	0%	<u>0</u>	0%	4.04
2 .	Become familiar with key scholars and theories in the organization theory literature as it applies to the public sector.	26	24	<u>8</u>	33.3%	<u>11</u>	45.8%	<u>5</u>	20.8%	<u>0</u>	0%	<u>0</u>	0%	4.12
3 .	Understand the concept of “organization culture” .	26	24	<u>7</u>	29.2%	<u>13</u>	54.2%	<u>4</u>	16.7%	<u>0</u>	0%	<u>0</u>	0%	4.12
4 .	Understand some of the roles of a public manager.	26	24	<u>3</u>	12.5%	<u>16</u>	66.7%	<u>5</u>	20.8%	<u>0</u>	0%	<u>0</u>	0%	3.92
5 .	Gain experience with graduate level literature review skills.	26	23	<u>4</u>	17.4%	<u>8</u>	34.8%	<u>8</u>	34.8%	<u>3</u>	13.0%	<u>0</u>	0%	3.57
Overall Averages for section														
		26	24	<u>5</u>	22.7%	<u>13</u>	52.9%	<u>5</u>	21.8%	<u>1</u>	2.5%	<u>0</u>	0%	3.96

Overall Totals and Averages for Fall 2010

Number Enrolled	Number Polled	ranked5	ranked4	ranked3	ranked2	ranked1	Overall Average
871	807	301	352	136	16	2	4.16
100%	92.65%	34.56%	40.41%	15.61%	1.84%	0.23%	

Results of Course Assessments by Course for Spring 2011

Department of Public Policy and Administration

5 = excellently, 4 = very well, 3 = satisfactorily, 2 = poorly, 1 = not accomplished

Course	Learning Objective	Enroll	Polled	5	4	Ranked			2	1	average	
PPA 207 Quantitative Analysis												
Section 1												
1 .	Have a working knowledge of where to begin to gather data for policy analysis.	29	24	<u>13</u>	54.2%	<u>9</u>	37.5%	<u>2</u>	8.3%	<u>0</u>	0%	4.46
2 .	Possess the ability to accumulate data and do basic descriptive analysis of it using the Excel spreadsheet program and a more advanced statistical program (STATA).	29	24	<u>15</u>	62.5%	<u>6</u>	25.0%	<u>3</u>	12.5%	<u>0</u>	0%	4.5
3 .	Understand the importance of causal modeling before undertaking a statistical analysis.	29	24	<u>10</u>	41.7%	<u>7</u>	29.2%	<u>7</u>	29.2%	<u>0</u>	0%	4.12
4 .	Understand the appropriate use of multivariate statistical techniques to identify causal relationships between variables.	29	24	<u>10</u>	41.7%	<u>9</u>	37.5%	<u>5</u>	20.8%	<u>0</u>	0%	4.21
5 .	Have a working knowledge of regression analysis and the value it offers to answer policy questions.	29	24	<u>13</u>	54.2%	<u>8</u>	33.3%	<u>3</u>	12.5%	<u>0</u>	0%	4.42
6 .	Be able to put together a research paper that describes a policy problem and undertakes a regression based research study to help offer a solution.	29	20	<u>8</u>	40.0%	<u>8</u>	40.0%	<u>4</u>	20.0%	<u>0</u>	0%	4.2
Overall Averages for section												
29		23		<u>12</u>	49.3%	<u>8</u>	33.6%	<u>4</u>	17.1%	<u>0</u>	0%	4.32
PPA 210 Political Env. of Policy Making												
Section 1												
1 .	Appreciate the role of the policy community in developing policy options	24	23	<u>14</u>	60.9%	<u>7</u>	30.4%	<u>2</u>	8.7%	<u>0</u>	0%	4.52
2 .	Be better able to write effective short memos and papers	24	23	<u>9</u>	39.1%	<u>8</u>	34.8%	<u>6</u>	26.1%	<u>0</u>	0%	4.13
3 .	Engage in more effective policy negotiations than would have been possible at the beginning of the course	24	23	<u>10</u>	43.5%	<u>10</u>	43.5%	<u>3</u>	13.0%	<u>0</u>	0%	4.3
4 .	Understand a useful way of thinking about how and why policies are adopted: the “multiple streams” (Kingdon) model	24	23	<u>14</u>	60.9%	<u>8</u>	34.8%	<u>1</u>	4.3%	<u>0</u>	0%	4.57
5 .	Understand how policy problems are identified and policies may be attached to them	24	23	<u>14</u>	60.9%	<u>8</u>	34.8%	<u>1</u>	4.3%	<u>0</u>	0%	4.57
6 .	Understand how problems are framed more or less effectively	24	23	<u>14</u>	60.9%	<u>8</u>	34.8%	<u>1</u>	4.3%	<u>0</u>	0%	4.57
7 .	Understand key ethical frameworks for assessing public policy choices	24	23	<u>11</u>	47.8%	<u>8</u>	34.8%	<u>4</u>	17.4%	<u>0</u>	0%	4.3
8 .	Understand the critical role of “policy entrepreneurs” in policy development	24	22	<u>11</u>	50.0%	<u>8</u>	36.4%	<u>3</u>	13.6%	<u>0</u>	0%	4.36
9 .	Understand the ethical subtleties of professional role obligations	24	23	<u>10</u>	43.5%	<u>6</u>	26.1%	<u>6</u>	26.1%	<u>0</u>	0%	4.04
10 .	Understand California’s unique political features and how they impact the policy process	24	21	<u>15</u>	71.4%	<u>5</u>	23.8%	<u>1</u>	4.8%	<u>0</u>	0%	4.67
Overall Averages for section												
24		23		<u>12</u>	53.7%	<u>8</u>	33.5%	<u>3</u>	12.3%	<u>0</u>	0%	4.4

PPA 220B Economic Analysis II

Section I

1 . Develop basic proficiency using quantitative spreadsheet models to inform policy questions.	25	19	3	15.8%	10	52.6%	6	31.6%	0	0%	0	0%	3.84
2 . Understand the basic theory and techniques for conducting a benefit-cost assessment	25	19	5	26.3%	11	57.9%	3	15.8%	0	0%	0	0%	4.11
3 . Learn the limitations of benefit-cost analysis and economic efficiency and their proper role in a more comprehensive policy analysis.	25	19	8	42.1%	8	42.1%	3	15.8%	0	0%	0	0%	4.26
4 . Gain sufficient knowledge to critique an actual benefit-cost analysis, such as one issued by a government agency, think tank, or interest group.	25	19	5	26.3%	11	57.9%	3	15.8%	0	0%	0	0%	4.11
5 . Learn how to analyze, from an economic perspective, how different types of government intervention (e.g. subsidies, taxation, cap-and-trade, technology forcing) can be used to correct market failures such as externalities and monopoly.	25	19	7	36.8%	5	26.3%	6	31.6%	0	0%	1	5.3%	3.89
Overall Averages for section	25	19	6	29.5%	9	47.4%	4	22.1%	0	0%	0	1.1%	4.04

PPA 230 Public Budgeting

Section I

1 . Develop an understanding of the political context of budget development and implementation at the federal, state, local and special district levels	30	29	8	27.6%	12	41.4%	8	27.6%	0	0%	1	3.4%	3.9
2 . Develop a working knowledge of the California state and local budget process, budget concepts, and budget terminology	30	29	11	37.9%	10	34.5%	7	24.1%	0	0%	1	3.4%	4.03
3 . Learn some basic skills in budget development, analysis, and implementation as well as cash and debt management	30	29	10	34.5%	11	37.9%	6	20.7%	2	6.9%	0	0%	4
4 . Understand the role of budgets for of a state or local agency or department	30	29	12	41.4%	12	41.4%	4	13.8%	1	3.4%	0	0%	4.21
5 . Gain an understanding of budgets as tools for accountability and performance management and measurement	30	29	11	37.9%	7	24.1%	9	31.0%	1	3.4%	1	3.4%	3.9
6 . Develop an appreciation for the intergovernmental dynamics of budgeting and their impact on budgeting behavior	30	28	9	32.1%	7	25.0%	10	35.7%	2	7.1%	0	0%	3.82
7 . Gain a better understanding of how California arrived at its current fiscal crisis and be able to offer an educated assessment of the options offered to solve it	30	29	14	48.3%	8	27.6%	5	17.2%	2	6.9%	0	0%	4.17
8 . Improve written and verbal communication skills, including the presentation of budgetary information	30	28	8	28.6%	10	35.7%	8	28.6%	2	7.1%	0	0%	3.86
Overall Averages for section	30	29	10	36.1%	10	33.5%	7	24.8%	1	4.3%	0	0%	3.99

PPA 240B Management II

Section I

1 . Create an integrated sense of the many facets that affect organizations both internally and externally.	29	24	15	62.5%	9	37.5%	0	0%	0	0%	0	0%	4.62
2 . Understand the variety of ways to undertake strategic planning and benefits and drawbacks of different tools.	29	24	12	50.0%	8	33.3%	4	16.7%	0	0%	0	0%	4.33

3 .	Understand the way performance measurements are used and misused.	29	24	<u>10</u>	41.7%	<u>9</u>	37.5%	<u>5</u>	20.8%	<u>0</u>	0%	<u>0</u>	0%	4.21
4 .	Understand the circumstances under which organizations change and how change can be managed and directed.	29	24	<u>13</u>	54.2%	<u>7</u>	29.2%	<u>3</u>	12.5%	<u>1</u>	4.2%	<u>0</u>	0%	4.33
5 .	Gain comfort in the skill of assessing “what is going on” in real organizations at a macro-level – especially your comfort and competence using written documentation (web sites, budgets, strategic plans, annual reports etc.) to learn about organizations.	29	24	<u>16</u>	66.7%	<u>6</u>	25.0%	<u>2</u>	8.3%	<u>0</u>	0%	<u>0</u>	0%	4.58
Overall Averages for section		29	24	<u>13</u>	55.0%	<u>8</u>	32.5%	<u>3</u>	11.7%	<u>0</u>	0%	<u>0</u>	0%	4.42

Overall Totals and Averages for Spring 2011

Number Enrolled	Number Polled	Overall		
		ranked5	ranked4	Average
924	812	368	284	4.23
100%	87.88%	39.83%	30.74%	
		15.58%	1.19%	0.54%

Table 3: PPA Policy Memo Description and Evaluation Rubric

Assignment Description: Identify a current public (governmental) problem/issue that you have some interest in and provide a decision maker with a briefing memo about the issue and possible options to deal with it. As appropriate, consider the economic, political, organizational and policy dimensions of the issue. Help the reader understand the complexities of the issue as well as how the issue may be understood differently by different groups of interested people. Be careful to distinguish between fact and opinion in your analysis. How you would recommend appropriate option(s) to deal with chosen problem/issue.

Note: When assigning points for each category where the term “appropriate” used in assessment measure, if a student has appropriately left out this category in their memo, they should receive three points.

Rubric for evaluating PPA briefing memos

	Missing (Zero Point)	Included but unsatisfactory (One Point)	Satisfactory (Two Points)	Very well done (Three Points)
<u>Critical Thinking</u>				
(1) Is the problem/issue well defined?		Problem/issue identified but real problems in clarity.	Problem/issue identified clearly but could be improved upon.	A full appropriate problem/issue statement included.
(2) Are possible options described?		Some options described, but not enough and/or could be stated much more clearly.	Reasonable amount of options stated, but could be improved upon.	Amount and clarity of options highly appropriate.
(3) Appropriate research design/causal inference to examine options?		Some mention of design/inference to explore options, but much improvement needed.	Design/inference mentioned and a specific plan of carrying out described, but could be improved upon.	Design/inference covered and plan to carry out is highly appropriate.
(4) Are		A brief mention	Implementation issues adequately	Issues of

implementation issues considered regarding options?		of implementation issues, but problems in thinking about and/or much more needed.	covered, but room for improvement in how described.	implementation of options fully covered in an appropriate manner.
<u>Integrative thinking</u> 5) Are appropriate economic, political, policy, budget, and/or administrative concepts and analyses considered?		A mention of some of these concepts, but not adequate and/or mistakenly applied.	All appropriate concepts described, but mistakes/confusion in application.	All concepts considered; little room for improvement.
<u>Effective communication</u> (6) Is memo well written? 7) Is previous findings and technical info appropriately presented?		Written at a minimally acceptable level. Grammatical, organization, and/or style concerns remain. Minimal previous findings and tech info, but much more needed.	Written at a basic level appropriate for someone earning a Master's degree. Still room for some minor improvements. Previous findings and tech info offered at an acceptable level, but still room for improvement.	Superb writing. No concerns and a pleasure to read. Appropriate amount of previous findings and tech info included. The issue is framed well by this inclusion.
<u>Professional role</u> (8) Is the role of public and/or non-profit sector appropriately recognized? (9) Does it integrate the political context?		Role of public/non-profit sector mentioned, but in far too little detail. The politics surrounding the chosen	Public/non-profit sector role described adequately, but could improve upon and/or something left out. A serious attempt is made to integrate the	Excellent coverage of these sectors in memo in a manner that fully clarifies their role. Political context is appropriately and fully

(10) Are intergovernmental dimensions appropriately considered?		problem/issue are only mentioned, but covered in far too little detail. Intergovernmental dimensions are only mentioned in passing.	political context of the problem/issue but still lacking in some way. A serious attempt is made to discuss the intergovernmental issues, but it is still lacking in some way.	described. Intergovernmental issues are appropriately covered and there is little to criticize.
<u>Practical applications</u> (11) Does it describe the practical considerations to influencing the policy process? (12) Is data appropriately used?		Brief mention of practical considerations, but by far not enough. Very limited mention of data, but does little to help clarify the issue/problem.	Practical considerations are described, but still lacking in form of not fully enough or mistakes made. Data is used throughout memo, but could use could be improved upon by more appropriate choices to include or application of data.	Practical considerations fully described in appropriate manner and very little are left out. Data is integrated into the memo in a manner that helps illuminate the issue/problem and very little could be improved upon.

Table 4:
Summary of Faculty
Assessment of Student
Pre and Post Policy
Memos

	Critical Thinking			Integrative Thinking			Effective Communication			Professional Role			Practical Applications			Average	Difference
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(11)	(12)	(12)		
Entering 2010-2011	1.52	1.27	0.92	1.20	1.32	1.64	1.62	1.59	1.44	1.55	1.29	1.39	1.29	1.39	1.39	1.40	scale of 0-3
Finishing Fall 2010	2.50	2.40	1.90	2.20	2.10	2.20	2.20	2.10	2.40	2.50	2.10	2.20	2.10	2.20	2.20	2.26	0.86
Finishing Spring 2011	2.42	2.14	1.71	1.85	2.05	2.37	2.22	2.22	2.14	2.12	2.12	2.20	2.12	2.20	2.20	2.13	0.73
Entering 2009-2010	1.58	1.33	0.96	1.11	1.42	1.84	1.35	1.16	1.21	0.88	1.30	1.30	1.30	1.30	1.30	1.28	scale of 0-3
Finishing Fall 2009	2.45	1.85	1.70	2.20	2.20	2.40	2.15	2.05	2.00	1.90	1.75	2.00	1.75	2.00	2.00	2.05	0.77
Finishing Spring 2010	2.36	1.95	1.82	2.14	2.18	2.64	2.14	2.14	2.32	2.00	2.23	2.18	2.23	2.18	2.18	2.17	0.83
Entering 2008-2009	1.69	1.16	0.81	0.91	1.24	1.80	1.51	1.34	1.04	0.92	0.76	1.22	0.76	1.22	1.22	1.24	scale of 0-3
Finishing Fall 2008	2.18	1.94	1.82	2.00	2.06	2.29	2.18	2.12	2.06	2.06	1.82	1.76	1.82	1.76	1.76	2.02	0.78
Finishing Spring 2009	2.59	2.30	1.81	1.78	1.78	2.11	2.04	1.96	1.85	1.70	1.63	1.93	1.63	1.93	1.93	1.96	0.75
Entering 2007-2008	0.52	0.41	0.48	0.52	0.70	0.89	0.56	0.44	0.41	0.74	0.44	0.59	0.44	0.59	0.59	0.56	scale of 0-2
Finishing 2007-2008	1.07	0.65	1.00	1.04	1.23	1.18	1.12	0.95	1.25	1.25	0.98	0.79	0.98	0.79	0.79	1.04	0.80

Summary of Person to Person Comparison of Students Entering and Exiting

	Critical Thinking			Integrative Thinking			Effective Communication			Professional Role			Practical Applications			Average	Difference
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(11)	(12)	(12)		
Averages 2010-2011	2.44	2.18	1.74	1.90	2.06	2.35	2.22	2.20	2.18	2.18	2.12	2.20	2.12	2.20	2.20	2.15	
Entering scores	1.67	1.30	0.95	1.05	1.36	1.84	1.42	1.28	1.00	1.02	0.96	1.17	0.96	1.17	1.17	1.23	0.92
difference	0.77	0.88	0.79	0.85	0.70	0.51	0.80	0.93	1.17	1.16	1.16	1.04	1.16	1.04	1.04		

Table 5: Survey Monkey Exit Survey of 2010-11 PPA Graduates

CRITICAL THINKING

1. How well do you think the following CRITICAL THINKING AND ANALYSIS learning objectives were achieved?

	Average	Count
A) Know how to delineate options for solving public policy/administration problems.	4.25	16
B) Know how to maintain a logical relationship between problems and solutions throughout your analysis.	4.25	16
C) Appreciate specific design principles that are common to a number of different types of research, such as the critical role of theories and hypotheses.	3.75	16
D) Possess the ability to accumulate data and do basic descriptive statistical analysis of it using the Excel spreadsheet program and a more advanced statistical program (SPSS).	3.5	16
E) Understand how policy problems are identified and policies may be attached to them.	4.13	16
F) Understand the appropriateness of beginning a policy analysis by first defining the policy problem in a statement that does not include solution options(s) to the "true" policy problem.	4.5	16
G) Understand the circumstances under which organizations change and how change can be managed and directed.	3.88	16
H) Appreciate the importance of thinking through the entire design of a study before diving in.	3.88	16
I) Understand the appropriate use of bivariate and regression statistical techniques to identify causal relationships between variables.	3.5	16
J) Understand how to effectively frame public policy/administration challenges.	4.19	16
K) Delineations and evaluation of options: understand that desirability of offering multiple solution options to a policy problem and evaluating these options in terms of criteria that include at least measures of efficiency and equity.	4.19	16
L) Understand the advantages and limitations of various types of data collection methods, including: surveys; interviews; participant observations; content analysis, and; secondary data.	4.25	16
M) Understand key ethical frameworks for assessing public policy choices.	3.88	16

INTEGRATIVE THINKING

1. How well do you think the following INTEGRATIVE THINKING learning objectives were achieved?

	Average	Count
A) Insure you have a baseline understanding of the context for policy/administrative analysis in California. In particular the role of initiatives, fiscal austerity, and changing demographics.	4.13	16
B) Have a working knowledge of regression analysis and the value it offers to answer policy questions.	3.56	16
C) Appreciate the role of the policy community in developing policy options.	4.13	15

D) Understand that the wisdom to be drawn upon in making policy decisions comes from the market, experts, and politics; that this wisdom is usually conflicted from two of the sources, and mitigated by the third source.	4.25	16
E) Develop basic proficiency using quantitative spreadsheet models to inform policy questions.	3.44	16
F) Develop an understanding of the political context of budget development and implementation at the federal, state and local (city and county) levels.	3.94	16
G) Familiarity with the concept of "organization culture" and how crucial understanding org culture is to creating a healthy and well-functioning workplace.	4.19	16
H) Create a more integrated sense of the form(s) and functioning or organizations.	4.13	16
I) Understand the importance of causal modeling before undertaking a statistical analysis.	3.67	15
J) Understand a useful way of thinking about how and why policies are adopted: the "multiple streams".	4.25	16
K) Understand the important role that economic concepts (supply, demand, markets, perfect competition, monopoly, consumer and producer surplus, externalities, public goods, etc.) and thinking (rational prioritization, marginal analysis, equilibrium, probability, time discounting, benefit/cost, "bang for the buck," etc.) play in policy analysis.	4.31	16
L) Understand the basic theory and techniques for conducting a benefit-cost assessment.	4.19	16
M) Develop a working knowledge of the California state and local budget process, budget concepts, and budget terminology.	4.31	16
N) Understand the pervasive nature of collective action problems and their impact on political mobilization.	3.94	16
O) Gained an understanding of budgets as tools for accountability.	3.75	16
Comments about integrative thinking:		
Show Responses		

EFFECTIVE COMMUNICATION

1. How well do you think the following EFFECTIVE COMMUNICATION FOR POLICY AUDIENCES learning objectives were achieved?

	Average	Count
A) Can construct a policy document that is clearly written, and includes data and technical information as appropriate.	4.25	16
B) Have confidence in giving oral presentations.	4.13	16
C) Understand the effective use of oral presentation aids including Powerpoint and handouts.	4.38	16
D) Able to write effective memos and papers.	4.19	16
E) Can write an effective research proposal.	4.19	16
F) Able to put together a research paper that describes a policy problem and undertakes a regression based research study to help offer a solution.	3.81	16
G) Possess written and verbal communication skills, including the presentation of budgetary information.	4	16

H) Familiarity with graduate level literature review skills, including: data mining for articles, report and experts on the given policy topic; and the construction of traditional literature review tables on definitions, researcher venues, research methodologies, and research findings.	4.13	16
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Comments about effective communication:

Show Responses

UNDERSTANDING OF PROFESSIONAL ROLE

1. How well do you think the following UNDERSTANDING PROFESSIONAL ROLE learning objectives were achieved?

	Average	Count
A) Understand the different roles of the public, private and nonprofit sectors.	4.31	16
B) Understand the critical role of "policy entrepreneurs" in policy development.	4.13	16
C) Understand that even competitive market systems can "fail" under certain circumstances (related to market structure, externalities, public goods, and information asymmetry), that a market system offers no guarantee that an outcome is viewed as "equitable" by society, and that the choice of different political institutions in a democracy yield different political/policy outcomes.	4.31	16
D) Understand the role of budgets for a state or local agency or department.	3.88	16
E) Familiarity with key scholars and theories in the organization theory literature as it applies to the public sector. Subjects to be examined include: the origin of the concept of bureaucracy; the origin of the field of public sector administration; the life cycle of public agencies; differences between vertical and horizontal communication; early leadership and management theories; and contemporary theories of org behavior and human relations in public agencies.	3.88	16
F) Understand the ethics of role obligations facing political entrepreneurs and other policy actors.	3.81	16
G) Understand that the role of the policy analyst is to offer advice to policymakers on the desirability of alternative solutions to a policy problem. Both ethics and value neutrality are desired in policy analysis.	4.25	16

PRACTICAL APPLICATIONS

1. How well do you think the following PRACTICAL APPLICATIONS learning objectives were achieved?

	Average	Count
A) Developed skills in working effectively in groups.	4.25	16
B) Appreciate ethical considerations applicable to applied social science research.	4	16
C) Know how to proceed from a concept to a variable designed to measure the concepts in a valid and reliable fashion.	3.88	16

D) Understand the differences between descriptive and inferential data analysis, and implications for research design and data collection.	3.81	16
E) Have a working knowledge of where to begin to gather data for policy analysis.	4.31	16
F) Can engage in effective policy negotiations.	3.81	16
G) Can conduct a basic policy analysis that involves the appropriate identification of the problem, the environment and sources of wisdom regarding the problem, solution alternatives, appropriate criteria to evaluate each alternative, and a recommendation on a course of action.	4.13	16
H) Have learned the limitations of benefit-cost analysis, economic efficiency, and their proper role in a more comprehensive policy analysis.	4	16
I) Possess basic skills in budget development, analysis and implementation and cash and debt management.	3.56	16
J) Familiar with active listening and HR intervention strategies, with particular emphasis on affirmative action, sexual harassment, disciplining and responding to employees exhibiting alcohol/drug impairment problems, and hiring and firing.	3	16
K) Understand the variety of ways to undertake strategic planning and benefits and drawbacks of different tools.	3.63	16
L) Possess sufficient knowledge to critique an actual benefit-cost analysis, such as one issued by a government agency, think tank, or interest group.	3.88	16
M) Possess an appreciation for the intergovernmental dynamics (particularly the relationships between the State of California, counties, and cities) of budgeting and their impact on budgeting behavior.	4.19	16
N) Understand the way performance measurements are used and misused.	3.94	16
O) Know how to analyze, from an economic perspective, how different types of government intervention (e.g. subsidies, taxation, cap-and-trade, technology forcing) can be used to correct market failures rooted in externalities.	4.25	16
P) Possess an understanding of how California arrived at its current fiscal crisis and be able to offer an educated assessment of the options offered to solve it.	4.38	16
Q) Can assess organizations at a macro-level -- especially your comfort and competence using written documentation (websites, debts, strategic plans, annual reports, etc.) to learn about organizations.	4.5	16

How would you rate the graduate program in Public Policy and Administration overall?

Average	Count
3.8	16