

Table 1: Learning outcomes assessment schedule

PLO	Assignment	22-23	23-24	24-25	25-26	26-27	27-28	28-29
1 HR	Case study					S27		
2 communication and collaboration	Capstone self and peer assessment	S23	Y	Y	Y	Y	Y	Y
3 Orgs	Assignment			F24			F27	
4 Budget	Assignment		S24			S27		
5 leadership	Exit survey				S26			S29
6 policy and critical thinking	Policy White paper	F22			F25			F28
7 public service values	Exit survey	Y	Y	Y	Y	Y	Y	Y
8 research	Final research paper			S25			S28	

PUBA Accreditation Assessment, Research Methods

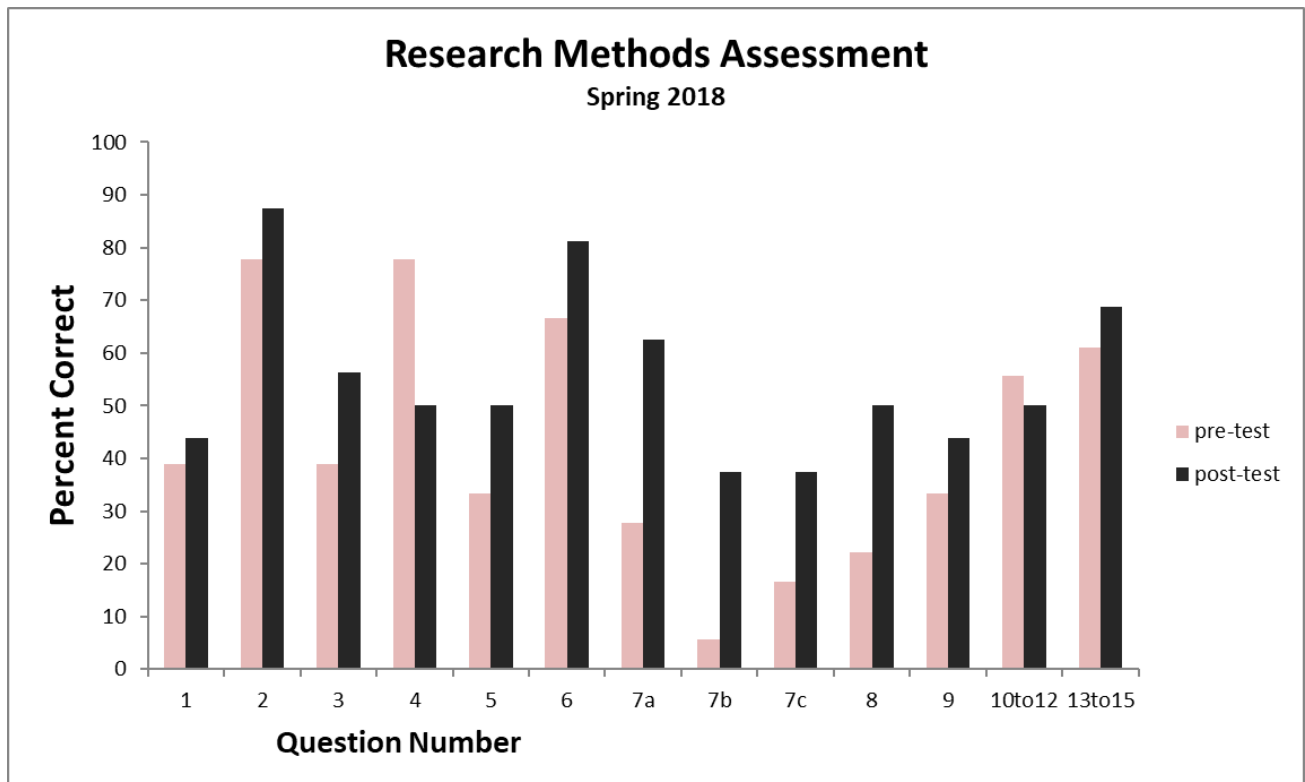
D.Nixon, 2mar2023, analysis of archived 2018 pre/post test.

Colleagues, I've attached two files as part of the assessment for research methods.

1. The complete instrument I distributed as a pre-test and post-test in spring 2018. The first 9 items are the same factual questions we have used for all prior assessments. For items 10 through 15, students are pressed to briefly sketch out two research designs for two scenarios. In prior years, we only gave them one scenario, and it was decided during the previous round of assessment that it would be better to give them multiple opportunities to design a research project. The design scenarios request a 3-part response (propose a research q., what evidence would you collect? what analysis technique would you use?). It is difficult to parse their responses to the three questions into fine-grained assessments. Instead, I constructed a rough measure of the quality of their design (0-terrible, 1-okbutwithproblems, 2-reasonableandfeasible) and applied it to their pre-course and post-course responses.

2. An aggregate quantitative analysis of the student scores for the pre/post test.

My overall assessment: like the rounds of assessment in 2016, I see little or no improvements in their ability to propose a research design, but their baseline performance on that front is already pretty good at the beginning of the semester. There are significant improvements in understanding regression (7a,b,c and 9) though their grasp of that technique is still not great by the end of the semester.



1. Meeting with a small number of key stakeholders, having a 30 minute unstructured conversation with each person about the issues in the office, presentation of qualitative evidence (often quotes from the decision makers) in support of your conclusions. These are characteristics of

- A. Questionnaires
- B. Surveys
- C. Focus Groups
- D. Interviews

2. What is informed consent?

- A. people agree to be paid to participate in the study
- B. people freely agree to participate after being given enough information about the study
- C. people agree to let the researchers do anything that is necessary for science
- D. people know all of the hypotheses of the study and agree to be in the study
- E. people do not know that they are going to be in a research study

3. In a random sample,

- A. the most available participants are selected at random locations.
- B. every member of the target population has an equal chance of being selected for the study.
- C. the population for study is randomly selected.
- D. volunteers make up the entire sample.
- E. conclusions to the population can not be made because of the randomness of participants.

4. In surveying the students at your school about their attitudes about public service, randomly selected groups of freshmen, sophomores, juniors, and seniors in proportion to their numbers in the student body would comprise a

- A. stratified random sample.
- B. biased sample.
- C. non-probability sample.
- D. population.
- E. control group.

5. Dr. Chandler measures the responses to a survey question about vaccinations, as related to the viewing of public service advertisements by the Department of Health. The advertisements are the _____ variable, and the attitude towards vaccinations is the _____ variable.

- A. dependent, treatment
- B. treatment, independent
- C. dependent, independent
- D. independent, dependent
- E. treatment, control

6. In a longitudinal dataset, the unit of observation is:

- A. a period of time (for example, a year)
- B. an item from a collection of items (for example, a person)
- C. a panel of individuals that have been grouped together (for example, a census tract)
- D. a forecast

7. Professor Plum obtained a survey of 1500 people, and wants to examine the factors driving citizen attitudes towards the public sector. He computed a regression and obtained the following results:

Dependent Variable: "On a 1-100 scale, what is your view of the following statement: 'Most government employees are competent'?" (ranges from 0-strongly disagree to 100-strongly agree)

n=563
R2=.483
adjusted R2=.479
F(3,559)=11.7 (sig=.000)

Independent Variables	b	se(b)	t	sig.
Constant	15.7	3.11	5.05	.000
Expectations about future state of the economy (-2 very poor, -1 poor, 0-about same, 1-good, 2 very good)	25.4	6.12	4.15	.000
Recent interaction with a government employee (0-no, 1-yes in past 60 days)	7.89	3.91	2.02	.043
Attention to current events (1-very little, 2-some, 3-a great deal)	5.62	4.35	1.29	.197

a. Describe the effect that recent interaction with a government employee has on one's attitude towards public sector employees in general. (short answer)

- b. Which of the variables in the above model are statistically significant predictors of the dependent variable?
- c. If Professor Plum rejects the null hypothesis for recent interaction with a government employee, what is the probability he is committing a type-I error by rejecting the null hypothesis, even though it is true?
8. Imagine a scenario in which the dependent variable is continuous (say, a measure of employee attitudes towards an agency's leadership), and you have a single independent variable (say, a measure of whether the employee works in the central office or a regional office). What's the best statistical test for this situation?
- A. t-test
 - B. Chi-squared test
 - C. Linear Regression
 - D. Logit Regression
9. Suppose your division is studying the effect of school absences on violent behavior, among children. You construct a regression among 10,000 students, featuring violent behavior as a dependent variable and school absences as an independent variable. The results show that school absences are significantly related to violent behavior. But one of the analysts on your team is concerned that the effect might be estimated improperly. Your team member points out that when a measure of parental value of education is added as another independent variable, then neither independent variable is significantly related to violent behavior among children.

Why? (short answer)

Case 3: The National Health Service Corps

The National Health Service Corps was a program designed by Congress in 1970 to encourage physicians to practice in rural areas that lacked adequate health care (Thompson, 1982b). The brief four-page law gave the Health Services Administration (HSA) little guidance about implementation, although the intent was clear: physicians were to be placed in areas that could economically support a physician. HSA administrators loosely defined what an area lacking in physician services was and allowed exceptions to the “shortage” requirement if the area had a low use of health services (Thompson, 1982b: 433).

By 1978 health care professionals administering the program were placing physicians in urban sites where HSA-sponsored group practices were already established. Rather than serving as a method of providing physicians to rural areas, therefore, the program funneled physicians into inner-city areas. The agency had moved from “fighting geographic barriers inhibiting medical care availability to fighting economic barriers” (Thompson, 1982b: 435).

This fundamental change in the program goals of the National Health Service Corps resulted, not because Congress changed program goals, but rather because individual bureaucrats did so. The Health Services Administration accepted the values of delivering health services to the disadvantaged; it did not perceive its goals to include establishing physicians in private practice. Through the implementation process, therefore, the National Health Service Corps was transformed into a program more consistent with the goals of the administering agency.⁸

10. In a single sentence, offer a quality research question related to the case above (clear and interesting question, feasible to answer, multiple answers are plausible, answer will be actionable/useful)

11. What evidence would you gather in order to answer your research question?

12. Describe the technique you would use to analyze the evidence you gathered.

National Helping Hands (NHH) is a national-level organization that serves as a coordinating “umbrella” organization for a collection of separate and distinct member organizations who, in turn, provide services directly to the public after disaster incidents. That is, there are many individual voluntary organizations that have their own memberships and do their own regular work serving their clients on a daily basis, and many of those organizations are members of NHH. When hurricane Harvey struck Texas in 2017, those organizations sent volunteers to provide disaster relief services for affected communities. NHH’s role was to help coordinate the efforts of the wide variety of organizations who send volunteers to help in the disaster relief and recovery. While NHH has a stable membership of service organizations and is well regarded by disaster relief experts, it would be helpful to be able to measure the impact of the agency. Because specific assessments of impact are essential to secure and maintain funding from government, foundations, and individual donors, NHH has begun a comprehensive impact assessment of its efforts, to be completed by the end of 2018. It’s a difficult assessment because NHH is an association of autonomous member organizations who may or may not regularly track all of their service activities and are not necessarily required to do so.

13. In a single sentence, offer a quality research question related to the case above (clear and interesting question, feasible to answer, multiple answers are plausible, answer will be actionable/useful)

14. What evidence would you gather in order to answer your research question?

15. Describe the technique you would use to analyze the evidence you gathered.

Table 2: Summary of Assessment activities related to Program Learning Outcomes and the Universal Required Competencies

Program Learning Outcome	Universal Required Competency	Link to Mission	Evidence	When conducted	Change as a result of assessment
1: Manage human resources and organizational processes effectively by applying policies, concepts, and skills of HRM and understand the contemporary issues facing public/nonprofit personnel management.	To lead and manage in public governance	knowledge and skills needed to adapt to changing public service environments and to work collaboratively to solve problems; effective leaders in a diverse and globalizing world.	In-class case study Exit survey	Fall 2020	After carefully reviewing the data, we decided not to change at this time.
2: Communicate and interact productively with a diverse and changing workforce and citizenry;	To communicate and interact productively with a diverse and changing workforce and citizenry	to work collaboratively to solve problems. informed by the traditions, cultural sensitivity, and inclusiveness special to Hawaii, enabling our graduates to provide leadership effective leaders in a diverse and globalizing world.	Teamwork survey Exit survey	Spring 2023	Results not yet discussed with faculty
3: Appraise the organizational environment, both internal and external, as	To lead and manage in public governance	knowledge and skills needed to adapt to changing public service environments	Practicum paper turned in when the students'	Spring 2021	With new curriculum changes re: in-service and pre-service practicum requirements

<p>well as culture, politics, and institutional setting</p> <p>5: Lead effectively and ethically by recognizing and assessing a variety of leadership and techniques and valuing different perspectives on leadership</p>		<p>and to work collaboratively to solve problems.</p>	<p>practicum has ended (PUBA 690) Exit survey</p>		<p>we are considering ways to assess in addition to the exit survey</p>
<p>4: Prepare and analyze budgets in a public context in order to evaluate organizational effectiveness and assist in decision-making.</p>	<p>To participate in and contribute to the policy process; analyze, synthesize, think critically, solve problems and make decisions</p>	<p>knowledge and skills needed to adapt to changing public service environments and to work collaboratively to solve problems.</p>	<p>Final budget assignment Exit survey</p>	<p>Spring 2018</p>	<p>After carefully reviewing the data, we decided not to change at this time.</p>
<p>6: Develop an understanding of policy making processes, including strategies for implementation and evaluation, and apply critical thinking and analytic skills to public issues to decide what, if any, action to take;</p>	<p>To participate in and contribute to the policy process; analyze, synthesize, think critically, solve problems and make decisions</p>	<p>knowledge and skills needed to adapt to changing public service environments and to work collaboratively to solve problems.</p>	<p>Policy analysis paper, turned in as the final assignment in the Policy Class (PUBA 609) Exit survey</p>	<p>Spring 2023</p>	<p>After carefully reviewing the data, we decided not to change at this time.</p>

<p>7: Value the responsibilities of public service by demonstrating responsiveness to their publics, and recognizing the legal and ethical responsibilities for engaging in professional behavior.</p>	<p>To articulate and apply a public service perspective</p>	<p>in a manner informed by the traditions, cultural sensitivity, and inclusiveness special to Hawaii, enabling our graduates to provide leadership and improve communities wherever they serve</p>	<p>Exit survey</p>	<p>Spring 2023</p>	<p>Results not yet discussed with faculty</p>
<p>8: Frame research questions, identify and gather appropriate information, and recognize applicable research methods for systematically analyzing evidence, in order to answer the research questions</p>	<p>To analyze, synthesize, think critically, solve problems and make decisions</p>	<p>knowledge and skills needed to adapt to changing public service environments and to work collaboratively to solve problems. give current and future public service professionals the knowledge and skills they need to be effective leaders in a diverse and globalizing world.</p>	<p>Pre and Post Test, given at the beginning and end of the research methods course (PUBA 607) Exit survey</p>	<p>Spring 2018</p>	<p>After reviewing the data, we have created a research methods sequence. 1st course is research design using a program evaluation framework, 2nd course students choose between quantitative or qualitative methods (to be implemented 2023-2024 AY)</p> <p>New assessments will be developed</p>