

University of Montana

## ScholarWorks at University of Montana

---

Graduate Student Theses, Dissertations, &  
Professional Papers

Graduate School

---

1992

### Assessment of the University of Montana Master of Public Administration Program.

Donald M. Wood  
*The University of Montana*

Follow this and additional works at: <https://scholarworks.umt.edu/etd>

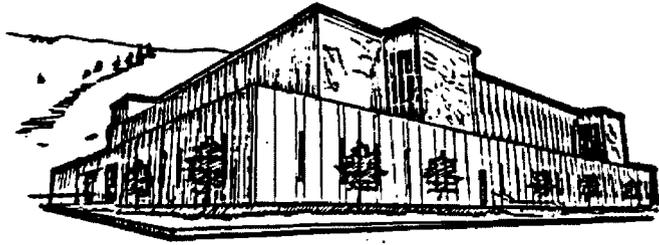
**Let us know how access to this document benefits you.**

---

#### Recommended Citation

Wood, Donald M., "Assessment of the University of Montana Master of Public Administration Program." (1992). *Graduate Student Theses, Dissertations, & Professional Papers*. 7817.  
<https://scholarworks.umt.edu/etd/7817>

This Thesis is brought to you for free and open access by the Graduate School at ScholarWorks at University of Montana. It has been accepted for inclusion in Graduate Student Theses, Dissertations, & Professional Papers by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact [scholarworks@mso.umt.edu](mailto:scholarworks@mso.umt.edu).



Maureen and Mike  
**MANSFIELD LIBRARY**

---

Copying allowed as provided under provisions  
of the Fair Use Section of the U.S.

**COPYRIGHT LAW, 1976.**

Any copying for commercial purposes  
or financial gain may be undertaken only  
with the author's written consent.

---

University of  
**Montana**



ASSESSMENT OF THE UNIVERSITY OF MONTANA  
MASTER OF PUBLIC ADMINISTRATION PROGRAM

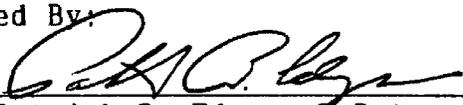
By

Donald M. Wood  
BSF, Virginia Polytechnic Institute &  
State University, 1960

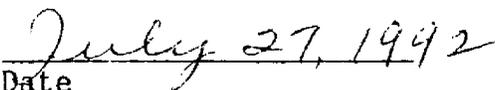
Presented in partial fulfillment of the requirements  
for the degree of  
Master of Public Administration

University of Montana  
1992

Approved By:

  
Patrick B. Edgar, P.P.A.  
Chairer, Board of Examiners

  
Dean, Graduate School

  
Date

UMI Number: EP38618

All rights reserved

INFORMATION TO ALL USERS

The quality of this reproduction is dependent upon the quality of the copy submitted.

In the unlikely event that the author did not send a complete manuscript and there are missing pages, these will be noted. Also, if material had to be removed, a note will indicate the deletion.



UMI EP38618

Published by ProQuest LLC (2013). Copyright in the Dissertation held by the Author.

Microform Edition © ProQuest LLC.

All rights reserved. This work is protected against unauthorized copying under Title 17, United States Code



ProQuest LLC.  
789 East Eisenhower Parkway  
P.O. Box 1346  
Ann Arbor, MI 48106 - 1346

## TABLE OF CONTENTS

---

TABLE OF CONTENTS . . . . .	ii
LIST OF TABLES AND CHARTS . . . . .	iv
INTRODUCTION & RESEARCH METHODS . . . . .	6
Introduction . . . . .	6
Research Methods . . . . .	8
The Employer's Perspective . . . . .	8
The Student's Perspective . . . . .	11
The Graduate's Perspective . . . . .	12
SUMMARY OF SURVEY RESULTS . . . . .	15
The Employer's Perspective . . . . .	15
Response to Employer Survey - General . . . . .	17
General Administration . . . . .	18
Financial Management and Budgeting . . . . .	20
Human Resources/Personnel Management . . . . .	22
Problem Solving and Decision Making . . . . .	23
Computer Literacy and Statistics . . . . .	25
Program/Policy Formulation & Political/Legal Processes . . . . .	26
Administrative Qualities & Values . . . . .	28
Discussion of Respondents' Comments: . . . . .	29
The Student's Perspective . . . . .	31
Discussions of Respondent's Comments: . . . . .	41
The Graduate's Perspective . . . . .	44
Skills & Abilities . . . . .	47
Administrative Competencies . . . . .	48
Budget/Finance Competencies . . . . .	50
Personnel Management Competencies . . . . .	51
Problem Solving Competencies . . . . .	52
Computer/Statistics Competencies . . . . .	52
Policy Formulation Competencies . . . . .	54
Qualities & Values Competencies . . . . .	54
Financial Aid . . . . .	55
Faculty Evaluation . . . . .	55
Internships . . . . .	57
Facilities . . . . .	57
Women & Minorities . . . . .	58
Overall Satisfaction . . . . .	58
Discussion of Respondents' Overall Comments . . . . .	59
DISCUSSION AND RECOMMENDATIONS . . . . .	61
General . . . . .	61
Discussion of the Curriculum . . . . .	61

Curricular Recommendations . . . . .	64
Discussion of Academic Advising & Areas of Concentration . .	65
Academic Advising Recommendations . . . . .	67
Discussion of Internships, Career Advising, and Placement . .	67
Internships & Career Advising Recommendations . . . . .	69
APPENDIX . . . . .	72
Appendix A - EMPLOYER SURVEY . . . . .	73
A-1 - Employer Survey Instrument . . . . .	74
A-2 - Employer Survey Results: Raw Data . . . . .	80
A-3 - Comparison of Competencies . . . . .	88
Appendix B - STUDENT SURVEY . . . . .	92
B-1 - Student Survey Instrument . . . . .	93
B-2 - Student Survey Results: Raw Data . . . . .	101
Appendix C - GRADUATE SURVEY . . . . .	105
C-1 - Graduate Survey Instrument . . . . .	106
C-2 - Graduate Survey Results: Raw Data . . . . .	116
Appendix D - BIBLIOGRAPHY & SOURCES OF INFORMATION . . . . .	124

## LIST OF TABLES AND CHARTS

---

Table 1.1 - Competency Categories . . . . .	10
Table 1.2 - Survey Recipients . . . . .	11
Figure 2.1a - General Administrative Competencies . . . . .	19
Table 2.1b - Selected Administrative Competencies . . . . .	19
Figure 2.1b - Budgeting Competencies . . . . .	21
Table 2.1d - Selected Budgeting Competencies . . . . .	21
Figure 2.1c - Personnel Management Competencies . . . . .	23
Table 2.1f - Selected Personnel Competencies . . . . .	23
Figure 2.1d - Problem Solving Competencies . . . . .	24
Table 2.1h - Selected Problem Solving Competencies . . . . .	24
Figure 2.1e - Computer Literacy/Statistical Competencies . . . . .	25
Table 2.1j - Selected Computer Competencies . . . . .	25
Figure 2.1f - Policy Formulation Abilities . . . . .	27
Table 2.1i - Selected Policy Competencies . . . . .	27
Figure 2.1g - Qualities & Values . . . . .	29
Table 2.1n - Selected Qualities & Values . . . . .	29
Table 2.2a - Percent Student Responses by Category . . . . .	31
Figure 2.2a - Response to Question #6a . . . . .	32
Figure 2.2b - Comparison of Rankings with GPA . . . . .	33
Figure 2.2c - PolySci Background by Age Groups . . . . .	34
Figure 2.2d - PolySci Background by Location . . . . .	34
Figure 2.2e - PolySci Background by Gender . . . . .	34
Figure 2.2f - Reasons for Obtaining Advance Degree . . . . .	35
Figure 2.2g - Reasons for Obtaining MPA Degree . . . . .	35
Figure 2.2h - Enrollment by Age Groups . . . . .	36
Figure 2.2i - Age Groups by Location . . . . .	36
Figure 2.2j - Years to Program Completion . . . . .	37
Figure 2.2k - Years Between U.G. & MPA . . . . .	37
Figure 2.2l - Treatment of Women . . . . .	38
Figure 2.2m - Evaluation of Faculty . . . . .	39
Figure 2.2n - Overall Program Satisfaction . . . . .	41
Table 2.3a - Percent Responses by Category . . . . .	44
Figure 2.3a - Supervisory Levels . . . . .	45
Figure 2.3b - Principal Job Activities . . . . .	46
Figure 2.3c - Comparison of Administrative Competencies . . . . .	48
Table 2.3b - Administrative Competencies . . . . .	49
Figure 2.3d - Comparison of Budget & Finance Competencies . . . . .	50
Table 2.3c - Budget/Finance Competencies . . . . .	50
Figure 2.3e - Comparison of Personnel Management Competencies . . . . .	51
Table 2.3d - Personnel Management Competencies . . . . .	51
Figure 2.3f - Comparison of Problem Solving Competencies . . . . .	52
Table 2.3e - Problem Solving Competencies . . . . .	52
Figure 2.3g - Comparison of Computer Literacy Competencies . . . . .	53
Table 2.3f - Computer/Statistics Competencies . . . . .	53

Figure 2.3h - Comparison of Policy Formulation Competencies . . . . .	54
Table 2.3g - Policy Formulation Competencies . . . . .	54
Figure 2.3i - Comparison of Administrative Qualities & Values . . . . .	55
Table 2.3h - Qualities & Values Competencies . . . . .	55
Table 2.3i - Faculty Evaluation . . . . .	56

Appendix A-3:

Table 2.1c - Response Method Comparison of Competencies: General Administration . . . . .	88
Table 2.1e - Response Method Comparison of Competencies: Budget and Financial Management . . . . .	88
Table 2.1g - Response Method Comparison of Competencies: Personnel Management . . . . .	89
Table 2.1i - Response Method Comparison of Competencies: Problem Solving/Decision Making . . . . .	90
Table 2.1k - Response Method Comparison of Competencies: Computer Literacy/Statistics . . . . .	90
Table 2.1m - Response Method Comparison of Competencies: Policy Formulation . . . . .	91
Table 2.1o - Response Method Comparison of Competencies: Qualities & Values . . . . .	91

## CHAPTER 1

### INTRODUCTION & RESEARCH METHODS

#### Introduction

This paper evaluates the Master of Public Administration (MPA) Program at the University of Montana and makes recommendations toward its improvement. Three questionnaire surveys conducted during January, February and March, 1992, form the basis for the evaluation. Three separate groups were surveyed: 1) public sector administrators in Montana, 2) MPA graduates, and 3) current MPA students. The surveys focused primarily on skills and abilities needed by public administration professionals.

The Employer Survey asked public sector employers to place a list of administrative competencies in an order of preference, reflecting which skills were most preferred by administrators. An important purpose of this survey is to provide information to help integrate employer needs into future program maintenance or modification.

The Graduate Survey asked first whether or not the graduate had adequately learned the employer-selected competencies in his or her MPA experience. A second part requested that the graduate rank the importance of each competency in his or her career. The survey also requested information regarding adequacy of facilities available to the program, faculty evaluation, the program's treatment of and attitudes toward women and minority students, and respondents' overall attitude about the MPA program.

The Student Survey was similar to the Graduate Survey except it did not rank administrative competencies. Its intent was to provide a more recent perspective on the MPA program, facilities and faculty.

The surveys and this paper did not distinguish between responses from on-campus MPA students as opposed to MPA students enrolled in the extension program in Helena.<sup>1</sup> However, responses of Helena students were identified and in special instances analyzed separately. There were few differences, but in cases where differences were significant, clarifications are made.

Final recommendations focus on:

- 1) Increased use of computers
- 2) More budget preparation and analysis
- 3) Increased oral presentations
- 4) More effective use of practitioners
- 5) Increased quality of academic advising
- 6) Areas of concentration/degree options
- 7) Increased career-oriented internships
- 8) Intensified career advising and placement

The overall conclusion is that students and graduates perceive the MPA program to be sound, healthy and productive. State agencies do not readily recognize the MPA program and its advantages to government even though the Helena component is well-attended by state government employees and should provide a communications link.

To maintain connection between the narrative and the survey, the author recommends a review of each questionnaire prior to reading that portion of Chapter 2 dealing with a specific survey.

---

<sup>1</sup> For a description of the Helena inter-unit MPA program, see: Donald M. Wood, University of Montana Public Administration Program History, Unpublished Independent Study Paper, August 16, 1991.

## Research Methods

The survey method focused on the employers' preferred skills and abilities, the graduates' perception of these skills, and the abilities they received from the program. Further, the surveys asked about the importance of those competencies in the graduates' careers, their impressions of the program, and their recommendations and evaluative comments.

### Survey #1: The Employer's Perspective

To assess the ability of the MPA program to produce appropriately schooled graduates, an examination of pertinent competencies is fitting. While an evaluation of the competencies gained by an MPA is measured best by the graduates themselves, the comprehensive listing of the various skills and abilities would prove unwieldy. A more manageable listing was needed. Therefore, employers were asked to express their preferences as to skills and abilities in the administrators. Their preferences then formed the basis for the graduate listing. This first survey questionnaire canvassed public administrators. Approximately 75 percent of the questionnaires went to top staff administrators within Montana state government, the remainder to federal administrators and local government managers.

This questionnaire provided a lengthy, but not exhaustive, listing of possible skills and abilities desirable in public administrators. The respondents ranked these competencies according to perceived importance. The purpose of the survey was to pare the list of competencies down to those most important to employers of MPA graduates.

The questionnaire categorized the skills and abilities into seven groupings:

- 1) *General Administrative Competencies*
- 2) *Financial Management and Budgeting Skills*
- 3) *Human Resources/Personnel Management Competencies*
- 4) *Problem Solving and Decision Making Abilities*
- 5) *Computer Literacy and Statistical Competencies*
- 6) *Program/Policy Formulation and Political/Legal Process Proficiency*
- 7) *Administrative Qualities and Values*

The Administrative Qualities and Values category was included even though describing them as teachable skills is debatable. A copy of the survey instrument is in Appendix A.

The competencies in the questionnaire were selected by the author from public administration literature. Those listed under Budgeting and Financial Management were selected from Grizzle<sup>2</sup>. The remainder of the competencies were compiled from the literature listed in Appendix D. The purpose of the employers' questionnaire was to produce a manageable list of skills and abilities to be used in the Graduate Survey.<sup>3</sup>

Table 1.1 on page 8 lists the numbers of competencies on the questionnaire and how many of each were to be ranked by the employer. For example, of the 25 General Administrative ten competencies were to be assigned a ranking of "1 to 10," with "1 indicating the most important.

---

<sup>2</sup> Gloria A. Grizzle. "Essential Skills for Financial Management: Are MPA Students Acquiring the Necessary Competencies?" Public Administration Review, Nov/Dec 1985.

<sup>3</sup> The author felt that approximately half of the competencies would be a satisfactory number to be used.

**Table 1.1 - Competency Categories<sup>4</sup>**

Category	Total Listed Competencies	Preferred Competencies (Ranking)
General Administrative	25	10
Financial Management & Budget	21	8
Human Resources/Personnel Mgmt	15	8
Problem Solving/Decision Making	9	4
Computer Literacy/Statistics	10	4
Program/Policy Formulation	8	4
Administrative Qualities & Values	15	5

Additional information was also sought in order to analyze the responses including profession, role and gender of the respondent. It was assumed that personnel administrators might provide significantly different preferences in the Personnel Management category than those administering line divisions, or that budget directors might show significant preferences for certain budget skills. Similarly, gender, length of time the respondent has been in the position, or for what agency he or she works, might influence responses. Table 1.2 lists potential respondents by level of government, division and gender. Statistical cross tabulations were run for these categories to discern any significant differences in rankings of skills and abilities. Such tests are conducted to provide some additional insights regarding the respondents and as a check for reliability. If any of these categories reveal a significant departure from the population being studied, then further examination is required.

<sup>4</sup> The graduate questionnaire included 48 final competencies as those most preferred by Montana's employers.

**Table 1.2 - Survey Recipients**

Level of Government	Division	Gender
Federal - 8%	Administrative - 24%	Male - 87%
Local - 17%	Technical/Line - 76%	Female - 13%
State - 76%		

The survey targeted state government, which is the historic market for MPA graduates, but also included a sampling of local and federal governments. For convenience, the survey included the City of Missoula and the U.S. Forest Service (Lolo National Forest). Questionnaires went to all division level executives with state government, department heads with Missoula, and top staff administrators with the Forest Service (selected by the Lolo Supervisor). The results of this survey are discussed in Chapter 3.

#### Survey #2: The Student's Perspective

This survey research examines the reasons a student enters the MPA program, what his or her expectations of the program are, and whether or not those expectations are being met. It also concentrates upon employment history, impressions of the program, faculty quality, and support services. MPA students historically come from varied undergraduate backgrounds. More than 30 percent of MPA candidates come from a political science background. The remaining 70 percent cover a wide spectrum of disciplines.<sup>5</sup>

Respondents included those registered for credit during Spring and Fall Quarters, 1991, on-campus and in Helena. There was no attempt to

---

<sup>5</sup> Donald M. Wood, Op Cit.

differentiate between a student just entering the program and one who recently finished. Of the 60 total questionnaires, 53 percent were males, 47 percent females. The Student Survey is in Appendix B.

### Survey #3: The Graduate's Perspective

The third survey, and the one most critical to this paper's final conclusions, is the Graduate Survey. It is appropriate to examine whether those who have been taught the needed skills have indeed learned them.<sup>6</sup> Hence, the graduate's perspective is needed. Length of time since graduation may have a dimming effect upon recognizing whether the individual acquired the skills and abilities as part of the MPA experience, or throughout his or her career.

The survey asked graduates to rank each of the preferred competencies produced by the employer's survey described above. The rankings were to be based on two assessments: 1) how much he or she gained in the particular area due to MPA study, and 2) the importance of each in his or her career. Information regarding the respondents time since completion of the program, employer, type of position, and general job satisfaction was also requested. This information was used for comparative analysis to suggest other explanations for responses wherever this was found to be important. Demographic information was also sought to be used for comparative analysis and sample reliability testing.

---

<sup>6</sup> Bruce Kochis. "Classroom Research: An Introduction," Washington Center for Improving the Quality of Undergraduate Education.

Additionally, the survey queried about program administration, financial aid availability, internships, support facilities and faculty quality. These were intended to provide additional insight into the program. Finally, the respondents provided an overall assessment of the program. A copy of the survey instrument is in Appendix C.

The graduates involved in this survey included all those who had completed their professional papers by Spring, 1991, and were on the University of Montana Alumni Association's mailing list. One hundred fourteen students had satisfactorily completed the program.<sup>7</sup> Of the total 114 MPA graduates so listed (as of January 6, 1992), the Alumni Association's roster carried 97, one deceased, and 16 without current addresses.<sup>8</sup> Of the 97 mail-accessible graduates, the author rejected seven because they were overseas (Nigeria and Thailand).<sup>9</sup> Of the total 90 graduates surveyed, 37 percent were female and 63 percent male. See Chapter 2 for a comprehensive discussion of the analysis of this survey.

Through these three surveys, an analysis of the MPA program's strengths and weaknesses may be made. In addition, the preferences for administrative abilities expressed by prospective MPA employers can give

---

<sup>7</sup> Satisfactory completion means that a card existed in the Mansfield Library's Reference Desk card catalogue for Theses and Professional Papers, Public Administration.

<sup>8</sup> Amy T. Heller, Data Base Manager, University of Montana Alumni Relations. "Name and Address List (Format #2), Jan. 28, 1992, and personal conversation, Jan. 15, 1992.

<sup>9</sup> The cost of postage for these seven instruments with a questionable return rate was felt to be prohibitive--\$2.51 each to mail, \$1.75 each for return postage.

direction to the faculty in establishing and articulating clear goals for the future of the MPA program.<sup>10</sup>

---

<sup>10</sup> Charles D. Eisenman, "Faculty Participation in Assessment Programs." NCA Quarterly, Vol 66, No.2, Fall 1991.

## CHAPTER 2

### SUMMARY OF SURVEY RESULTS

All three surveys dealt with total populations rather than a sample of populations. It was not feasible then to extract strict and specific statistical selection of competencies. The author developed other means of selecting the preferred competencies. Campbell and Fiske (1967) suggest convergent validation of data by confirmation using several independent methods.<sup>11</sup> Further, Lieberman (1992) explains the difficulties in sociological research of conclusively supporting a theory via empirical evidence. He suggests that we can support our conclusions when we are confident enough about patterns in the data to rule out alternatives.<sup>12</sup>

#### The Employer's Perspective

The comprehensive list of competencies in the Employer Survey was reduced according to respondents preferences to provide a manageable list of skills and abilities for the Graduate Survey.<sup>13</sup> Paring this list to useable form entailed compiling the numerical preferences for each competency.

---

<sup>11</sup> Donald T. Campbell and Donald W. Fiske. "Convergent and Discriminant Validation by the Multitrait-Multimethod Matrix." Readings in Attitude Theory and Measurement. Edited by Martin Fiske. John Wiley & Sons. New York. 1967.

<sup>12</sup> Stanley Lieberman, "Einstein, Renoir, and Greeley: Some Thoughts About Evidence in Sociology." American Sociological Review. 1992. Vol.57 (Feb:1-15).<sup>12</sup>

<sup>13</sup> The author felt that approximately half (40 to 60%) of the competencies would be a satisfactory number to be used.

Three methods used in this project validate by convergence the preferred competencies. These three methods are: 1) *Response Method*, 2) *Cross-tabulation Method*, and 3) *Reverse-Weight Method*.

**Response Method:** This method involves the counting of the frequency of options selected by the respondents without any consideration of ranking. Greatest reliance was placed upon the Response Method because it incorporates the philosophy that all rankings are equal, even though respondents considered a ranking of "1" as "most important," "10" as "least important," etc. The graph in each category is based upon the Response Method. "Valid Cases" referred to on each graph is the statistical package's (SPSS PC+) reference to number of responses.

**Cross-Tabulation Method:** The second method, the Cross-Tabulation Method, also used numbers of responses, but in a slightly different context. Responses were statistically cross-compared for each competency, based upon Division, Tenure and Gender, to assess whether any of these variables had an influence on the frequency of their selection.

The Division variable included those agency divisions which involved support functions such as administrative, centralized service, or staff-assistance versus those that were technical, line or operational. For example, the Division of Forestry in the Department of State Lands was considered a line division, while the Centralized Services Division was considered a support division.

The Tenure variable was based on the length of time the respondent had held his or her present job: less than one year, 1 to 3 years, 3 to

10 years, or greater than 10 years. The frequency distribution from these variables was summarized similarly to the overall responses data. The results are discussed for each of the 8 competency variables, and are shown in the tables following the selected competencies.

**Reverse Weighting Method:** A third competency-selection method, the Reverse-Weight Method, emphasizes competencies according to the ranking offered by respondents. By reversing the rank order and giving the ranked number that value, a selection using weighted value was developed (See example).

Example:	Ranking	Weight	Ranking	Weight
	1	10	5	5
	2	9	4	4
	3	8	3	3
	4	7	2	2
	5	6	1	1

This provided a different quantitative scaling, and showed results similar to both of the above methods.

These methods are further discussed below for each of the competency variables. The discussion of competencies by each method is made clearer by referring to the Competency Comparison Charts in Appendix A-2. Generally, the results are not significantly altered by the method selected. However, differences are noted in the discussion that follows each area of analysis.

### Response to Employer Survey - General

One hundred thirty-three questionnaires went to top administrators in selected state, local and federal agencies. Respondents returned eighty-two within the time period allotted for inclusion in the statistical calculations. Nine additional responses were subsequently received giving a 70 percent response. Table 2.1a shows the breakdown

of response rates by level of government, gender, division, tenure and number of people supervised.

**Table 2.1a - Percent Responses by Category**

Pct of Category				Pct Responses					
Level of Government		Gender		Division	Tenure		No. People Supervised		
Federal	70%	Male	71%	Admin	42%	<1 Yr	5%	<10	15%
State	67%	Female	53%	Tech	58%	1-3	32%	10-25	30%
Local	77%					3-10	42%	20-50	18%
						>10 Yr	21%	50-100	18%
								>100	20%

The high response from the City of Missoula was due in part to the cooperation of one administrator, an alumnus of the MPA program. Nearly three-fourths of the men responded, while just over half of the women did so. Level of Government and Gender in Table 2.1a refer to responding percentages of those queried. Division, Tenure, and Number of People Supervised refer to the percentages of respondents falling into the these sub-categories.

The skills and abilities data from the Employer Survey form the basis for determining how well graduates of the MPA program learned those skills. The skills selected are those most preferred by employing agencies in Montana, and are thus the competencies listed in the Graduate Survey.

**Category #1: General Administration**

The employers were presented with a list of 25 competencies and asked to indicate those that they considered most important in the administrators who worked for them. The employers' rankings selecting a

possible 10 to 15 competencies was acceptable. Using the Response Method, 10 competencies were selected (See Figure 2.1a). A competency was selected if the number of responses for that competency exceeded the average responses for all 25 competencies.

Figure 2.1a - General Administrative Competencies

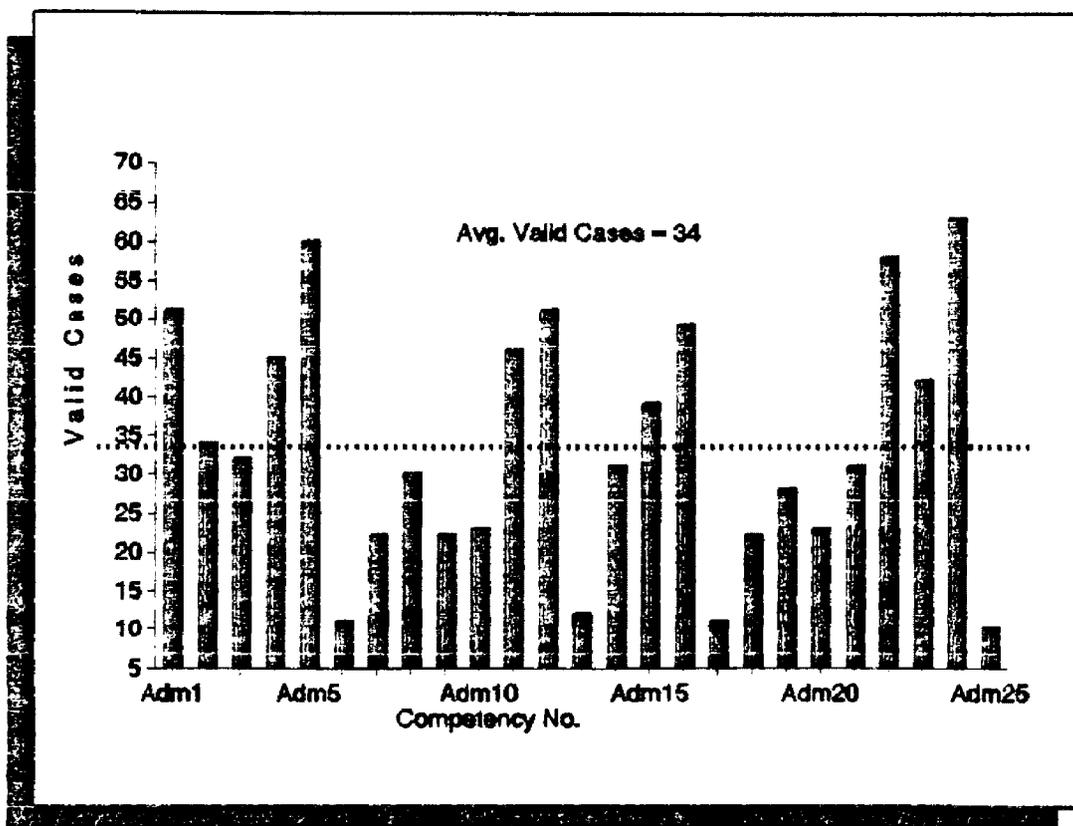


Table 2.1b - Selected Administrative Competencies -

Adm1	- Skilled in clearly articulating one's arguments orally
Adm4	- Delegates authority/responsibility
Adm5	- Encourages teamwork/collaborative problem solving
Adm11	- Makes timely and correct decisions
Adm12	- Sets clear and attainable goals
Adm15	- Is committed to the organization's goals
Adm16	- Skilled in clearly articulating ones's arguments in writing
Adm22	- Identifies problems and seeks solutions
Adm23	- Motivates employees
Adm24	- Communicates with superiors and subordinates readily

The number of responses according to the Cross-Tabulation Method showed no significant difference from the above in competencies exceeding the average. Cross tabulation by Tenure added two competencies (see Table 2.1c in Appendix A-3), but this aberration did not appear for the Division or Gender cross tabulations; hence they were disregarded. The Reverse-Weight method similarly suggested additional competencies, but their weights were very close to the average and were also discarded. This exclusion does not mean that these are not important administrative skills; merely that the 10 noted above were the preferred employer skills for the Graduate Survey.

**Category #2: Financial Management and Budgeting**

Of the total 21 listed financial management and budgeting skills (selected from Grizzle<sup>14</sup>), the author decided upon a selection of 8 to 12 as satisfactory.

---

<sup>14</sup> Gloria A. Grizzle, Op Cit.

Figure 2.1b - Budgeting Competencies

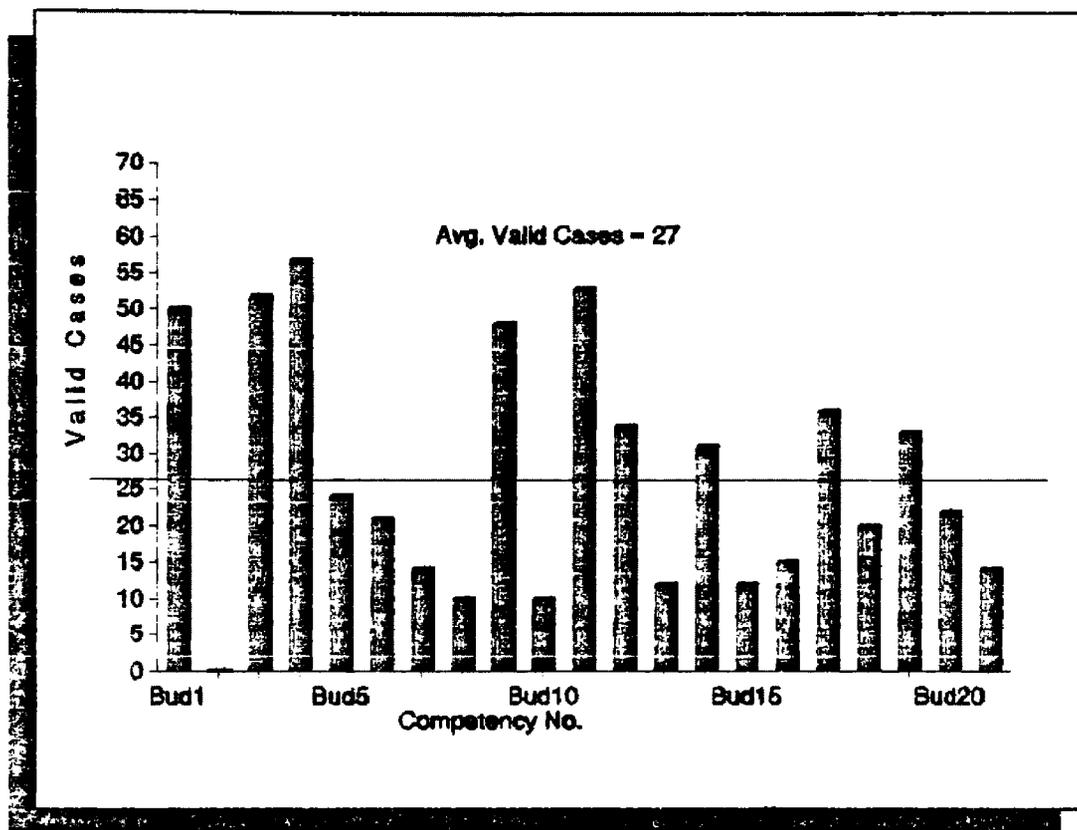


Table 2.1d - Selected Budgeting Competencies:

Bud1	- Skilled in cost-benefit/Cost-effectiveness analysis
Bud3	- Able to prepare budgets
Bud4	- Skilled in budget analysis
Bud9	- Skilled in governmental financial accounting and analysis
Bud11	- Competent in expenditure forecasting
Bud12	- Proficient with revenue forecasting
Bud14	- Has knowledge of personnel budgeting
Bud17	- Is familiar with intergovernmental finance
Bud19	- Uses financial information systems

The Response Method selected 9 competencies as shown in Table 2.1d. Several minor discrepancies showed up in the Cross Tabulation Method. The Tenure category added two additional competencies, while the Gender cross check deleted two (Note Table 2.1e in Appendix A-3). The Division category resulted in no significant changes from the total

responses. The Reverse-Weight Method also eliminated two of the earlier selected competencies, adding none.

### Category #3: Human Resources/Personnel Management

The Employer Survey listed 15 personnel management skills and abilities. The Response Method selected 7 competencies with minor differences appearing in the Cross-Tabulation Method as seen in the following graph and Table 2.1f (Personnel Management Competencies). Cross checking against Division resulted in one less competency selected. The Tenure category indicated a nearly identical pattern, as did cross tabulation by Gender. The Reverse-Weight Method eliminated one of the selected variables, but added no additional (See Table 2.1g, Appendix A-3).

Figure 2.1c - Personnel Management Competencies

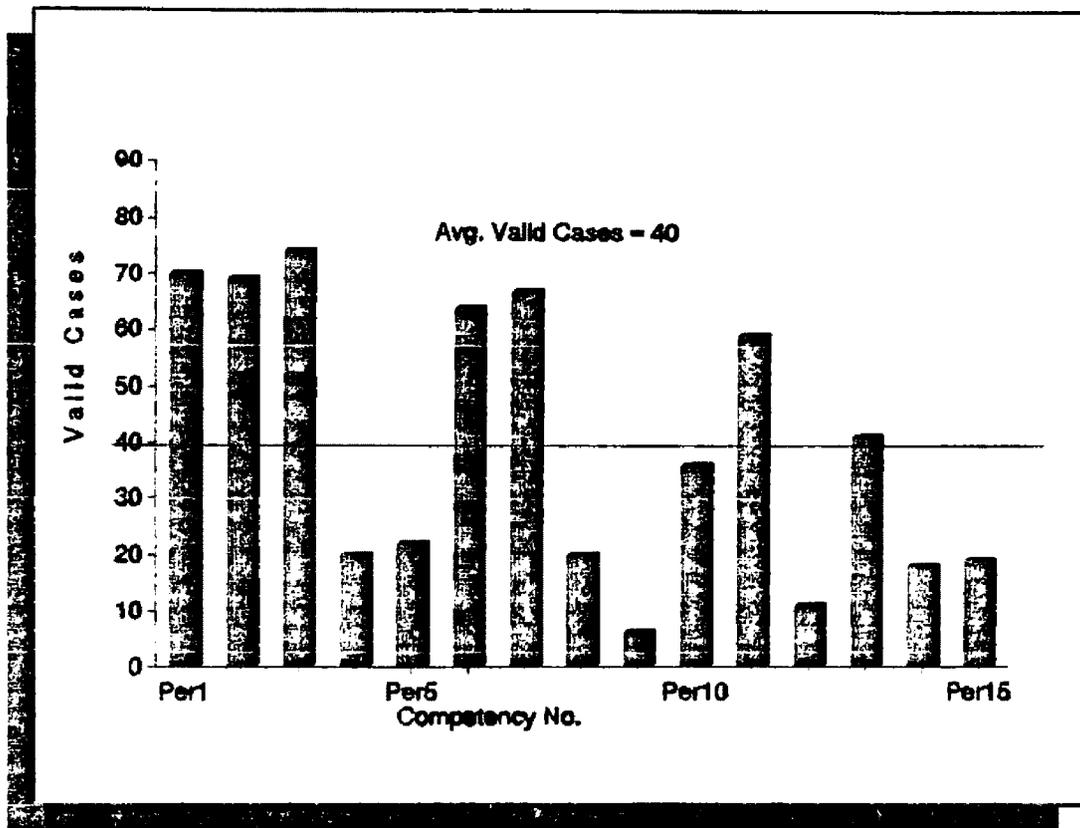


Table 2.1f - Selected Personnel Competencies:

Per1	- Knowledge of equal employment/affirmative action programs
Per2	- Skilled in recruiting, interviewing, hiring, firing
Per3	- Skilled in promotion, performance appraisal, evaluation
Per6	- Knowledge of position classification methods
Per7	- Facilitates personnel disputes, personnel relations
Per11	- Skilled in employee rights/grievance procedures
Per13	- Coordinates training, personal development, workshops

#### Category #4: Problem Solving and Decision Making

Nine competencies are listed for ranking by respondents in this category. Five were selected using the Response Method (See Table

2.1h). The Cross-Tabulation Method shows no deviations from this, nor does the Reverse-Weight Method (See Table 2.1i in Appendix A-3).

Figure 2.1d - Problem Solving Competencies

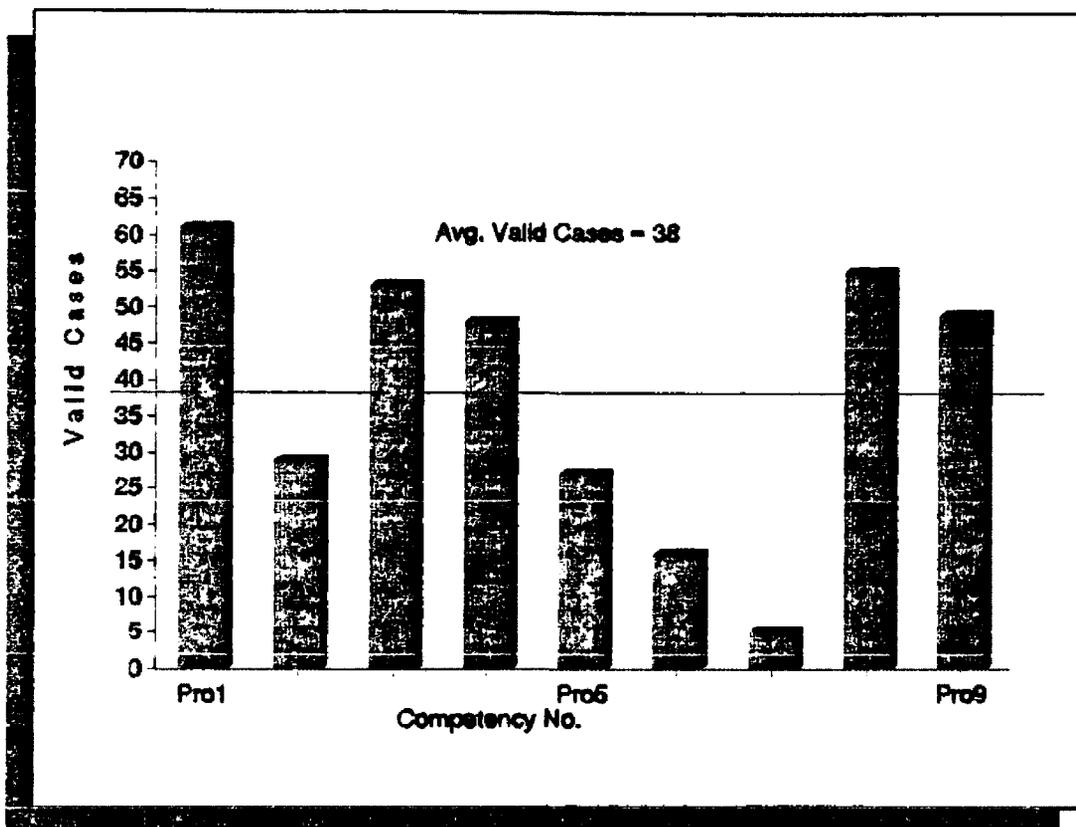


Table 2.1h - Selected Problem Solving Competencies:

Pro1 - Identifies problems in their proper context  
 Pro3 - Carries out effective problem solving tactics  
 Pro4 - Is thorough in analysis/investigation procedures  
 Pro8 - Communicates results clearly and concisely  
 Pro9 - Makes recommendations/decisions based upon findings

### Category #5: Computer Literacy and Statistics

The four competencies selected (out of ten total) in the Computer Literacy category come as no surprise. Computer usage is becoming more important in the workplace. The most highly ranked skill in computer use is word processing, followed closely by spreadsheet, then database management.

Figure 2.1e - Computer Literacy/Statistical Skills

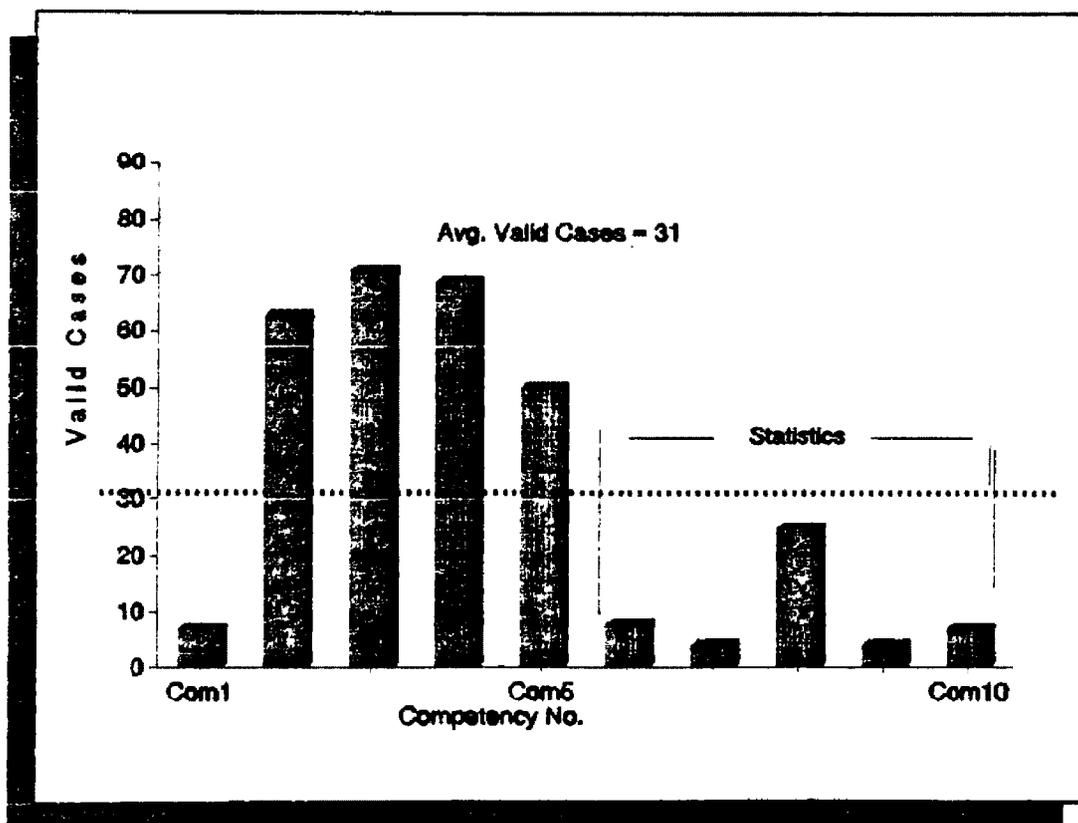


Table 2.1j - Selected Computer Competencies:

---

Com2 - Should have general familiarity with computers and usage  
 Com3 - Proficient with word processing software  
 Com4 - Proficient with spreadsheet/mathematical software  
 Com5 - Proficient with database/statistical/complex software  
 Com8 - Able to calculate common statistical analysis

---

The Cross-Tabulation Method shows no differences from the Response Method. The Reverse-Weight Method also chooses the identical four competencies. As shown in Table 2.1j (above) and Table 2.1k (Appendix A-3), one competency selected, but not clearly supported by the data, is Com8: "Able to calculate common statistical analysis." Total responses comes up slightly short of selection; cross checking by Technical Division shows it to exceed the average; the 1 to 3 Year Tenure Category meets the average, or nearly so, except in the 3-10 year category, and comes up a little short in the Gender category. Although skill in statistical analysis should numerically not be selected, it is placed on the Graduate questionnaire due to the closeness of fit and many of the respondents' comments suggesting needed familiarity with basic statistics.

**Category #6: Program/Policy Formulation & Political/Legal Processes**

Eight total competencies were listed in this category. The analysis resulted in a selection of five (Figure 2.1f), and in some cases six, but five were used.

Figure 2.1f - Policy Formulation Abilities

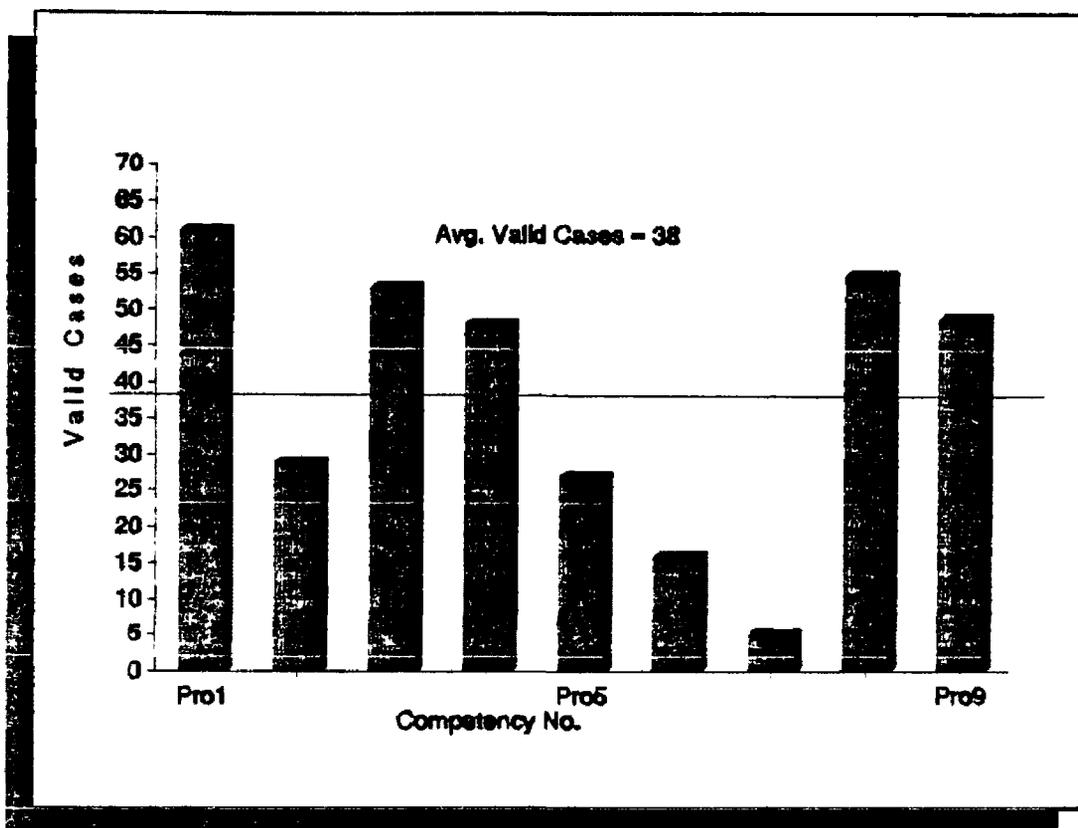


Table 2.11 - Selected Policy Competencies:

Pol2 - Familiar with organizational legal constraints/principles  
 Pol3 - Familiar with bureau/division legal constraints/principles  
 Pol4 - Skills in public forum/meeting development/facilitation  
 Pol7 - Maintains private/public sector relationships  
 Pol8 - Insures public accessibility to the organization

The Division cross check clearly selected six, as did the Tenure and Gender (female) tabulations (Table 2.1m, Appendix A-3). The total Response Method selected five as did the Gender (male) category. The Reverse-Weight Method selected the identical five competencies; hence they were used.

Failure of two of the competencies for selection, namely, "liaison with media" and "clientele advocacy," is somewhat surprising considering the overwhelming support for "maintaining private/public sector relations" and "insuring public accessibility." This result may be due to lack of clarity or definition of the competencies in the questionnaire, rather than dismissal by respondents of these two citizenship responsibilities.

#### Category #7: Administrative Qualities & Values

Of the 15 administrative qualities and values listed, it was difficult not to select all as being invaluable to the administrator. Six administrative values appeared using the Response Method (Figure 2.1g). Cross tabulation by Tenure and Gender selected the identical variables plus four others. Cross check by Division eliminated one variable (but just barely). The Reverse-Weight Method also selected the same competencies (Table 2.10, Appendix A-3).

Figure 2.1g - Qualities &amp; Values

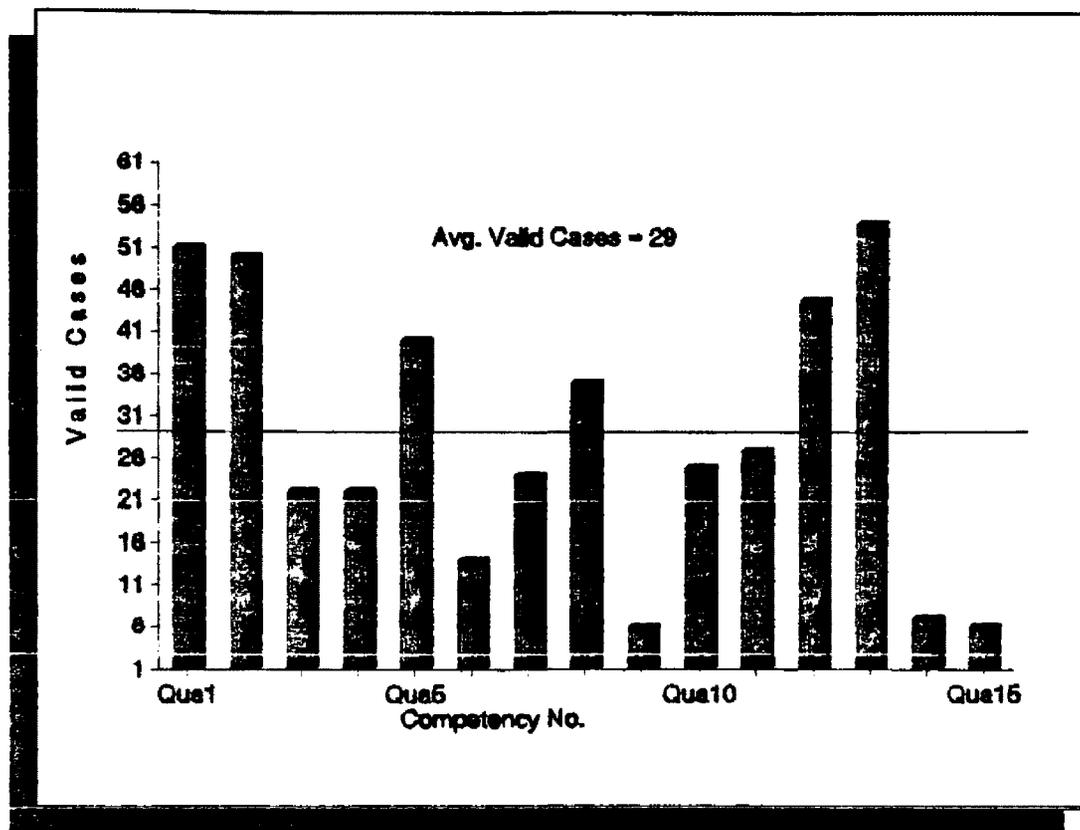


Table 2.1n - Selected Qualities &amp; Values:

Qua1	- Exhibits Initiative
Qua2	- Is adaptable to changing conditions
Qua5	- Demonstrates creativity/innovation
Qua8	- Displays a sense of humor
Qua12	- Displays candor and honesty
Qua13	- Is willing to listen to others' ideas

### Discussion of Respondents' Comments:

The survey provided sufficient space for general and specific comments regarding administrative competencies, academic programs, and the questionnaire. Respondents were not bashful about taking advantage of these opportunities. Overwhelmingly, managers stressed two main themes: *communications skills* and *teamwork*.

First, employers emphasized the importance of good communication skills. A plea for excellence in the abilities of MPA graduates to present ideas clearly and concisely, orally and in writing, pervaded the comments. One criticism by employers of college graduates in general, not MPA graduates specifically, was the lack of good writing, grammar and spelling skills. Administrators also mentioned critical thinking skills as important.

The second main theme brought out by respondents is the necessity for collaborative problem solving and team efforts both in the agency and across traditional organizational lines. Managers stressed team building, team concepts in planning and problem solving, and more participatory, collaborative processes among agencies. Respondents further mentioned good interpersonal relations skills as very important within the organization.

In addition, the employers' comments indicated the desirability of the following characteristics for better administrators: 1) ability to meet challenges in the workplace. 2) ability to confront difficult problems. 3) a zealous work ethic. 4) respect for the ideas of others, and 5) the courage to create change in the bureaucracy. Administrators in line divisions indicated technical skills, including computer literacy abilities.

### The Student's Perspective

The student perspective provides a current and up-close view of courses and faculty. Currently enrolled candidates can draw upon recent scholastic experiences for comparisons. The primary goal of the Student Survey is to determine if the recent graduates' perspectives are slightly different from the current students'. Sixty-two currently enrolled (or recently completed) MPA students were surveyed using the instrument shown in Appendix C-1.

Forty-five surveys were returned for a return rate of approximately 75 percent. Of this total, 53 percent surveyed were males, 47 percent were females. Questionnaires were also sent to students in the Helena program. Just under one-fourth of students surveyed are enrolled in the Helena component. Response rates by gender are identical to the survey rates. Table 2.2a summarizes respondent information.

Table 2.2a - Percent Student Responses by Category

Employed	Organization	Gender	Field of Study	Program
No	29%	State 20%	Male 53%	Poly Sci 36%
Yes	71%	Univ 13%	Female 47%	Male 67%
		Non-Prof 13%		Female 33%
		Other 54%		Bus/Econ 17%
Full Time	44%			Educ/Eng 11%
				Other 36%
Male	55%			
Female	45%			

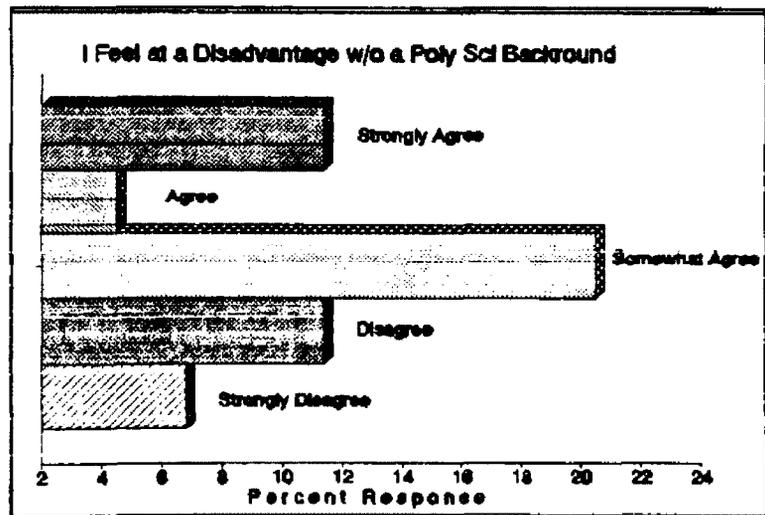
Nearly three-fourths of the MPA students are currently employed; employment rates by gender are equal. Of those employed, nearly two-thirds are employed full time. The largest percentage of those employed

are working for state government. This is partially explained by the fact that 100 percent of the Helena student respondents are employed full time by state government. However, a large segment of Missoula students also work as administrators on the University campus and for local non-profit organizations.

Undergraduate fields of study vary. Fully one-third (36%) of those currently in the program have undergraduate degrees in Political Science. This is slightly higher than historical trends. Other undergraduate majors are also similar to past distributions.<sup>15</sup> The disadvantage of the lack of a political science background in the public administration program is not clear. Figure 2.2a shows the response breakdown to proposition #6a - "I feel at a disadvantage with the lack of a political science background."

Because the graph tilts ever so slightly toward "Disagree," it is not apparent that a political science background is necessary to complete the program satisfactorily. An additional analysis, that of comparing the preferences with current grade point average (GPA) shows that students with higher GPAs (greater than 2.70) feel more disadvantaged

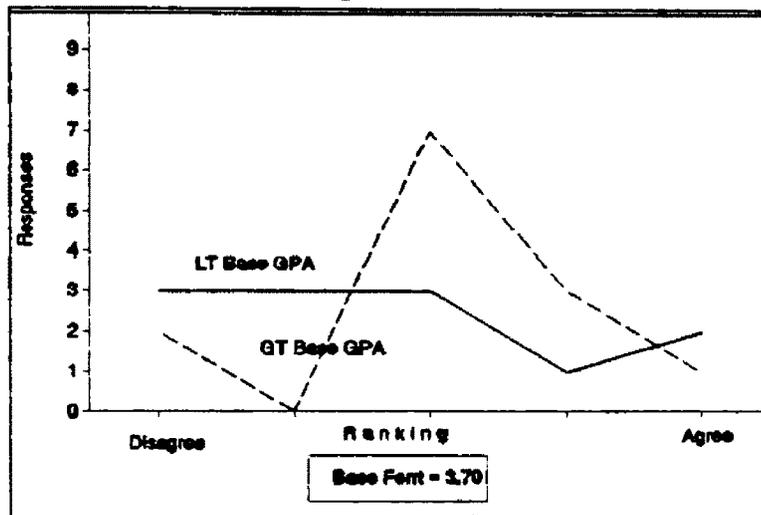
Figure 2.2a - Response to Question #6a



<sup>15</sup> Donald M. Wood, Op Cit.

without the political science background than students with lower grades (see Figure 2.2b).

Figure 2.2b - Comparison of Rankings with GPA



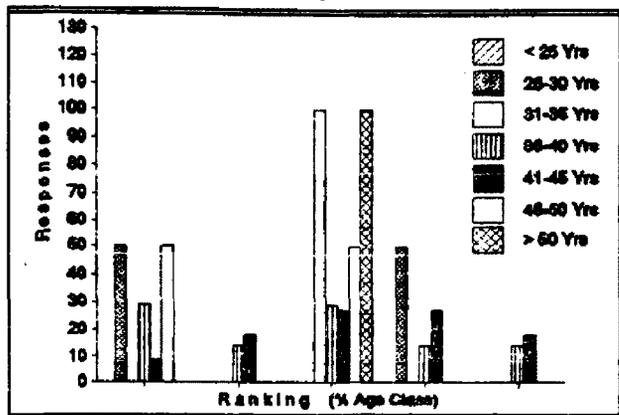
The horizontal axis represents the ranked order from "1" = "Strongly Disagree" to "5" = "Strongly Agree." The rankings by those with high GPA show two responses with a "Strongly Disagree" ranking, none at the "Disagree" point, and 11 in the "Somewhat Agree,"

"Agree," and "Strongly Agree" categories. This documentation certainly is not conclusive, but may indicate that the higher GPA students recognize their potential disadvantage, and worked harder to overcome the drawback. The major disadvantage may be that authors and theories familiar to some, are unknown to those without the political science or public administration undergraduate backgrounds.<sup>16</sup> This disadvantage can be overcome with recommended reading lists.

Additional analyses reviewed possible disadvantages to students coming from fields other than Political Science. Three cross tabulations were run: (1) by age groupings (Figure 2.2c), (2) by location (Figure 2.2d), and (3) by gender (Figure 2.2e).

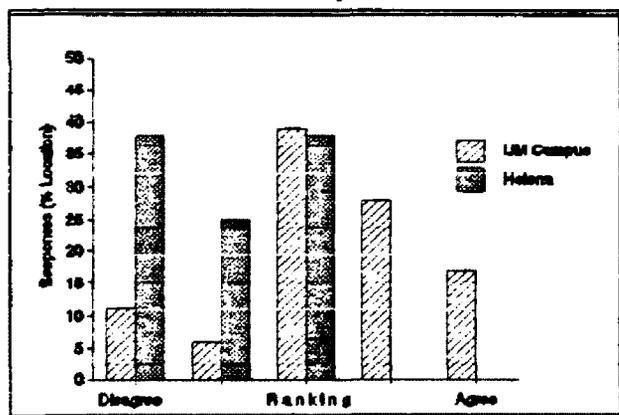
<sup>16</sup> Author's conclusions based upon his MPA experience.

Figure 2.2c - PolySci Background by Age Groups



There appears to be no significant difference concerning the disadvantage of a lack of political science background based on age (see Fig 2.2c).

Figure 2.2d - PolySci Background by Location



On-campus more than Helena students feel more disadvantaged by the lack of a political science background (Fig. 2.2d). This difference is not surprising since the in-service Helena students have experienced political realities before entry into the program.

Figure 2.2e - PolySci Background by Gender



Male students indicate a lesser degree of concern for the lack of a political science background than women students. (Fig 2.2e)

The following two charts (Figs 2.2f and 2.2g) display the reasons students 1) work toward a graduate degree and 2) came to the public administration program.

Figure 2.2f - Advance Degree

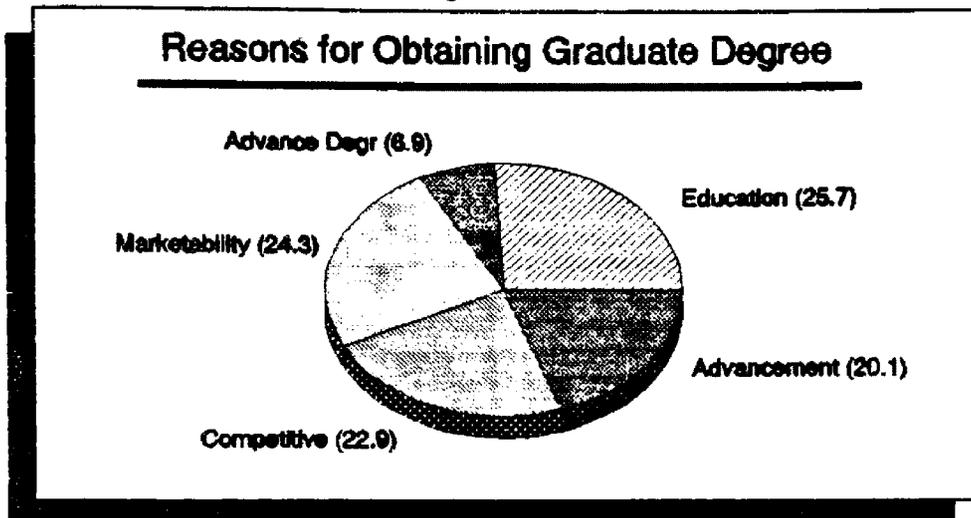


Figure 2.2f indicates four major reasons for working toward an advanced degree: improve educational level, marketability, competitiveness, and job advancement. The largest number (25.7%) indicated improving one's educational level as a reason. One-fifth of the responses indicates in-service students, as opposed to traditional students, may be looking toward promotion possibilities.

Figure 2.2g - M.P.A. Degree

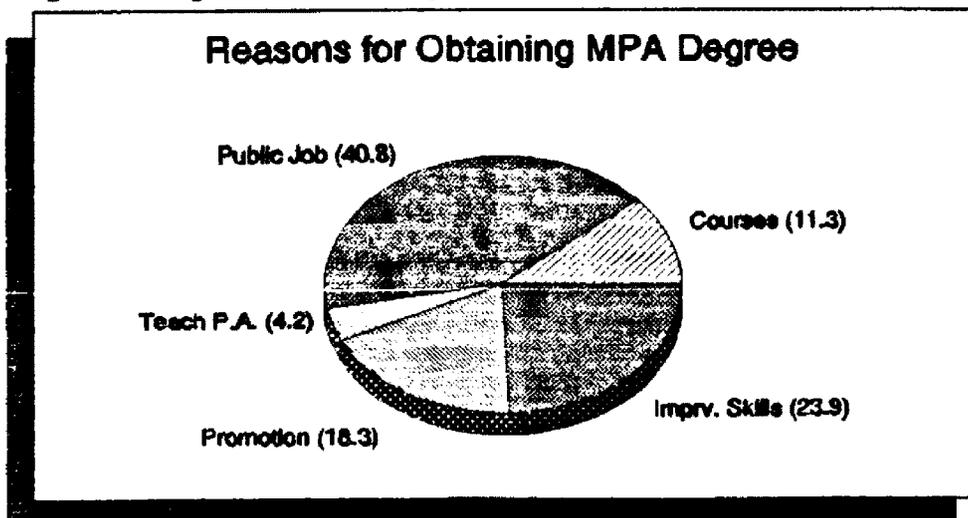


Figure 2.2g clearly shows the students' primary reason for seeking the public administration degree—that of obtaining a job in the public sector (41%). A major second reason for attaining the MPA degree is to improve administrative skills. Responses here also include improving promotional opportunities and the content of the courses taught in the public administration program.

The average age of students at time of entry into the MPA program is 34.5 years, which is in keeping with the historic average. Note in Figure 2.2h the number of students in the older age categories.

Figure 2.2h - Enrollment By Age Groups

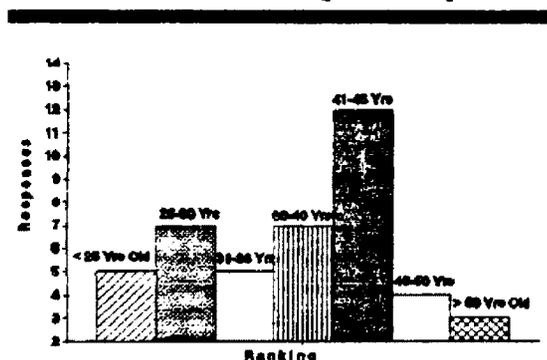
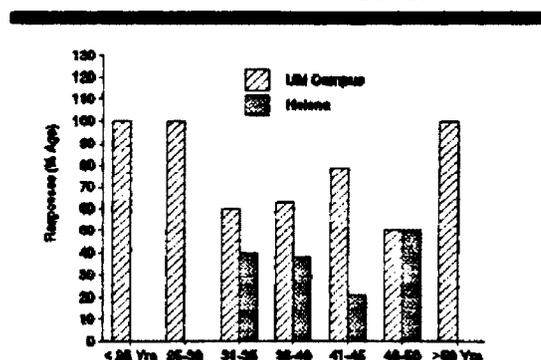


Figure 2.2i- Age Groups By Location



The range of ages is much narrower at Helena than on campus. This may be because the Helena program is attracting those mid-service state employees, currently in administrative positions, who are more concerned about doing something about their advancement opportunities.

Students expect that the time to complete the program is 2.7 years, as opposed to the historic average time of completion of 2.8 years.<sup>17</sup> The range is from one year to 6.5 years, which is interesting considering the maximum time to complete the program is 6 years.

<sup>17</sup> Donald M. Wood, Op Cit.

The time between undergraduate work and entry into the MPA program is increasing, similar to the increasing student age demographic. Historically, the mean time between undergraduate work and the MPA program was 7.2 years; currently it is 11 years.<sup>18</sup> The range is from one year (continuous from undergraduate work) to 31 years. See Figure 2.2k.

Figure 2.2j -Years to Program Completion

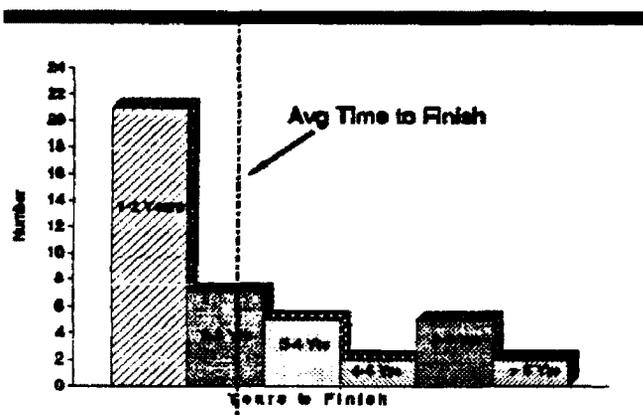
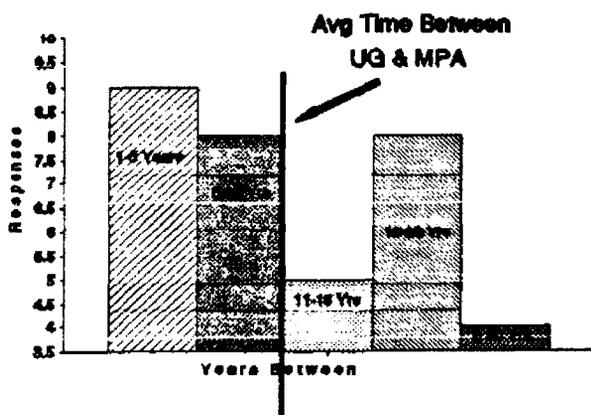


Figure 2.2k - Years Between U.G. & MPA



There is little interest in non-curricular activities such as involvement in sports, American Society of Public Administration (ASPA), or student government. Fully one-third did not respond, and 40 percent of those who did indicated that these potential aspects of their MPA experience would have no effect on their

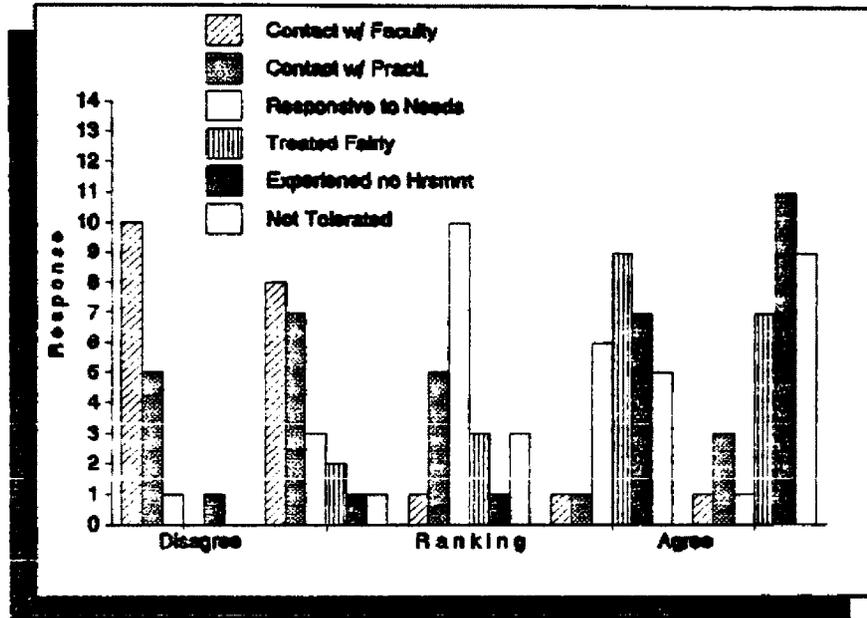
careers.

An important aspect of this survey is querying women students about discriminatory practices and fair treatment. Overwhelmingly, women respondents indicate that they do not have adequate contact with either

<sup>18</sup> Donald M. Wood, Op Cit.

women faculty or women practitioners in their MPA experience. See Figure 2.21

Figure 2.21 - Treatment of Women



Women students have no chance for contact with women faculty in the MPA program, since there are none at the graduate level at UM. There is also a dearth of opportunity for academic contact with

women practitioners, although some have visited as guest lecturers. Women feel that they are treated fairly, though there are some comments suggesting favoritism in the department. Women agree that the department is responsive to their needs, that they have not been sexually harassed, and that the department does not tolerate sexual harassment.

There are only two minority students currently enrolled in the program, and they provided somewhat conflicting responses. Therefore, no statistics were developed, nor analysis made of their responses.

Class scheduling appears to be on target. One comment that deserves mentioning is "4:00 to 6:00 classes are great for working students, but tough on families." The large majority of respondents indicated they can schedule their classes conveniently, frequently

enough, and that scheduling is sufficiently flexible to allow taking pertinent courses.

Respondents' evaluation of the faculty indicates some interesting results in need of discussion (See Figure 2.2m).

The students feel that

the faculty:

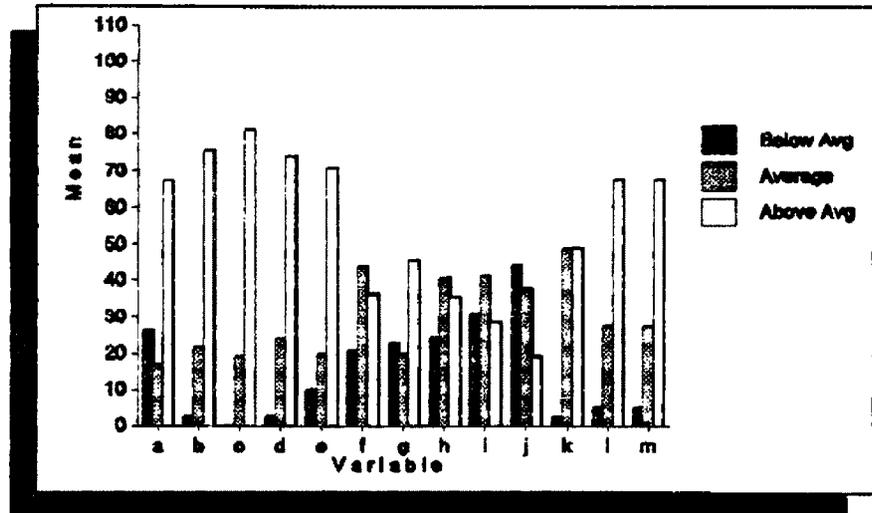
1) adequately expose them to a variety of viewpoints.

(Variable a), (2) are well prepared for class (Var b), 3) have adequate knowledge of their subject matter

(Var c), 4) are professionally accessible to students outside the classroom (Var d), 5) carry themselves with professional demeanor (Var l), and 6) are concerned with the students' priorities (Var m).

On the other hand, students are either not aware of the possibilities of social interaction with the faculty (Var f), or sense that the faculty is not socially accessible. In addition, the use of practitioners as instructors in class is below average (Var h). This observation is supported by the women's comments (see above). Lastly, students show concern for, and possibly anxiety about, the quality of academic advising (Var i), career advising (Var j), and employment assistance (Var g). Students are unclear about the duties of advisors and level of advising assistance. The fairness of grading systems shows

Figure 2.2m - Evaluation of Faculty



an overall average (Var k), or slightly below average, rating. This is borne out by comments concerning *perceived* favoritism for political science majors, men, etc.

Sixty-seven percent of the students responding indicate that they have not sought, nor received, financial aid. The remaining 33 percent who have received aid agree that information is available and that such aid is awarded on merit. However, about 80 percent state that the MPA program does little or nothing to help students obtain the financial aid.

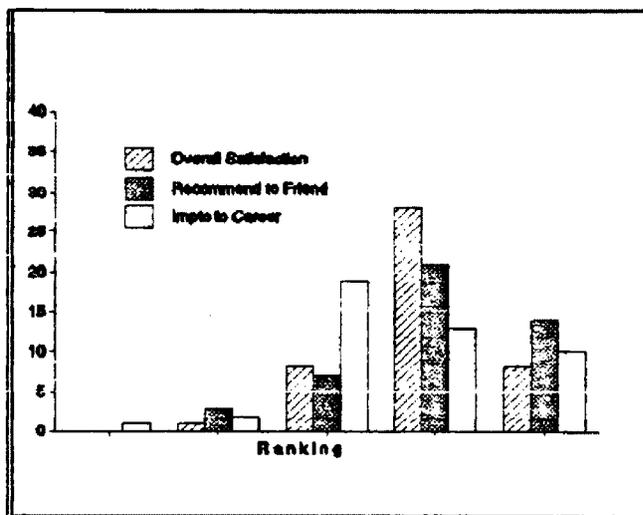
Nearly 80 percent of students have not served an internship in the MPA program. Those who have indicate that the exposure to "real-world" practice, and relating this practice to the classroom, is valuable. Half agree that internships aid in obtaining post-MPA employment, but if internships help in career decisions, it is not clear from the responses. Again half of the interned respondents agree that they had good guidance by the employing agency and by the MPA program in the internship. All students who had served an internship agree, at least slightly, that the internship was a valuable career experience.

Students are currently satisfied with the MPA program, would recommend it to friends or relatives, and agree that the MPA degree will be very important to their careers. Some simple bivariate analyses were carried out for these three observations (Questions 24, 25 and 26) according to age, location and gender to determine any significant differences the breakdowns might offer.

In the area of overall satisfaction with the program, a hefty 80 percent of respondents were satisfied or very satisfied. Individual comments bear out these results. Some individuals are dissatisfied or just not impressed; these respondents are part of the on-campus program. The main objection to the Helena program is accessibility to library facilities and availability of faculty for advising and personal assistance. The trend lines are the same for all three questions, and in general, indicate relative satisfaction with the program.

Seventy-nine percent of respondents indicate that they would recommend the MPA program to a friend or relative. Some even began the program based in part upon a recommendation by someone else. While 50 percent anticipated that the program would be helpful to their careers, another 42 percent indicated that it might be somewhat important.

Figure 2.2n - Overall Program Satisfaction



#### Discussions of Respondent's Comments:

Respondents were candid in their comments, providing important insights into the MPA program. While respondents' familiarity with the program ranged from "just beginning" to "recently completed," and from the Helena component to the on-campus program, one major theme is clear: Respondents agree that the MPA program is a very valuable academic

program, universally applicable to many fields, and taught by highly dedicated faculty clearly interested in the students.

"Interacting with other students in seminar sessions and group projects" rose to the top of the list as the most positive aspects of the MPA experience. Respondents desired even more hands-on activities, more internships, and more involvement with practitioners. They consider these the most important aspects of the program.

Although the questionnaire did not differentiate between the MPA program on campus and in Helena, it can be determined that most of the criticism concerning facilities came from Helena students who do not have ready access to the facilities listed. Campus students expressed some concern about the adequacy of facilities in Missoula.

While hands-on, practical application is the most important area of study, students mentioned other aspects such as: Organization & Management Theory, Ethics, Budgeting and Finance, Research Methods, and continued exposure to theory and ideas. Group projects are especially important to current students, and there is considerable interest in increased availability of internships. There is no consensus concerning those studies felt to be the least important to the MPA experience. Various individual courses are mentioned in the comments but, because current students must peer into the future, the most profound comments concerning these least important studies might be the acknowledgement of uncertainty.

Comments concerning program and curricular revisions focus on hands-on learning, daily interaction among students and faculty, and increased opportunities for involvement with practitioners, and

internships. Students noted their desire for courses in grant writing and computer skills. Helena students are concerned about the availability of classes, especially the possible availability of summer classes and short courses in Helena. Students mentioned the need for specific areas of academic concentration several times. This concern, coupled with other comments, may reflect the students' need for specialization, and ties directly to the inadequate levels of academic advising by faculty.

In summary, respondents view the faculty as professional, dedicated to their work, and interested in the public administration field and in the students. The small size of the public administration faculty inhibits opportunities for study, specialization, and interaction. Students feel that academic advising and career advising are inadequate at best and non-existent in some cases. Students in Helena do not feel that they get adequate attention from the faculty.

### The Graduate's Perspective

The survey of government administrators (Employer's Survey) identified their preferred competencies. These competencies are now placed into two categories for better handling and analysis in the Graduate Survey. The first category for ranking is the degree of learning that each graduate feels he or she gained through the MPA program. The second deals with the importance each competency has been in his or her career. Graduates ranked each competency on a 1 to 5 basis ("1" being "least important," "5" being "most important").

Ninety questionnaires were mailed and 5 graduates with overseas addresses were removed.<sup>19</sup> Fifty-six respondents completed and returned questionnaires for a return rate of 66 percent. Of those 59 percent were from men, 41 percent from women. Table 2.3a summarizes some of the statistics for respondents.

**Table 2.3a - Percent Responses by Category**

Employed	Organization	Gender	MPA Program Location
Full time: 87%	State: 30%	Male: 59%	Campus: 66%
Male: 65%	Federal: 11%	Female: 41%	Male: 62%
Female: 35%	City/Cnty: 17%		Female: 38%
Part time: 7%	Non-profit: 8%		Helena: 34%
Unemployed: 6%	Univ: 15%		Male: 53%
	Private: 19%		Female: 47%

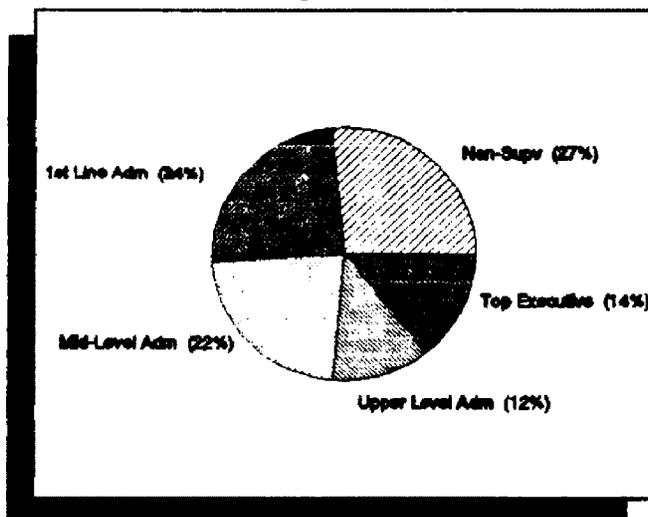
<sup>19</sup> Time and postage costs with the projected rate of return were felt to be prohibitive constraints.

The majority of MPA graduates (87%) are employed full time.

Figure 2.3a shows the supervisory levels of UM's public administration graduates. Average time in the current job is 4.2 years. Fifteen percent of the graduates

make less than \$25,000. 42 percent make \$25-\$35,000. 25 percent earn \$35-\$45,000. 11 percent earn \$45-\$55,000. and about 5 percent earn more than \$55,000 per year. Average annual salary is \$35,900.

Figure 2.3a - Supervisory Levels



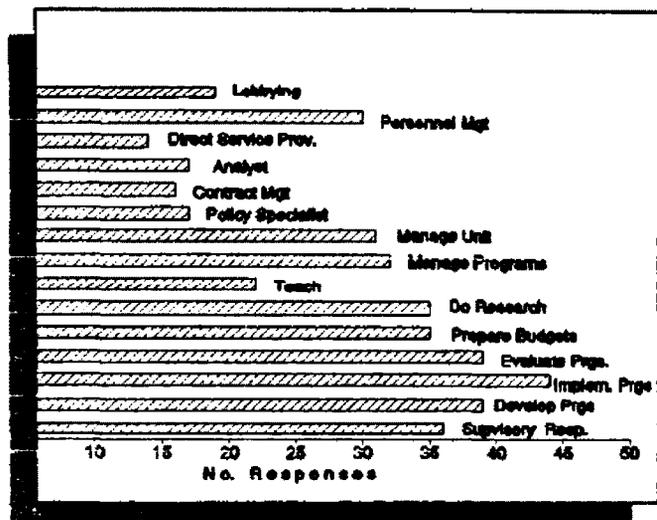
Graduate employment shows the following in the public sector: 33 percent by state

agencies, 11 percent by the federal government (including the armed services), 15 percent by colleges and universities, and 17 percent by local governments. Eight percent are employed in the private non-profit sector. About one fifth (19%) of Montana's MPA graduates work in the private sector instead of the public sector. These so employed are split evenly between law firms, private industry and consulting services.

Question #5 asked respondents to indicate their principal activities. All indicated that they carry out a wide variety of activities in the positions they occupy. As shown in Figure 2.3b, evaluating, developing, and implementing programs lead the list of tasks. Most graduates also prepare budgets, do some kinds of research, and manage programs and specific units. The least mentioned activities

include teaching, policy advocacy, contract management, policy analysis,

Figure 2.3b - Principal Job Activities



direct service provision and lobbying. The first four of these are specialized activities, and may not be appropriate for the generalized administrative focus of UM's program. Direct service provision might be specialized in some agencies, but not in others. The low amount of lobbying activity is unusual given the high

percentage of graduates in mid- to top-level administrative positions. Lobbying may be defined differently by individual respondents.

Respondents indicate that the importance of the MPA degree in obtaining the first job was rather low. On the other hand, half of the respondents considered the MPA degree to be "very important" or "extremely important" to their overall careers. Response to this category is confused by the numbers of graduates employed before, and remaining in the same job during and following, their MPA experiences. Thirty-four percent of the respondents attended the Helena program, indicating employed students. On campus, 55 percent of the MPA students were employed full time during their graduate work. More than two-thirds of these were men.

Sixty percent of the men and 40 percent of the women expressed the need for additional training in their current and future careers, primarily in technical areas within their scope of employment.

Attempting to examine their future career responsibilities, graduates indicated overwhelmingly that their jobs will change at least slightly in the next 3 to 5 years. Fully three-quarters indicated that their jobs will carry some increased responsibilities. Sixty percent felt that significant changes will occur, transforming their jobs from present responsibilities.

### Skills & Abilities

Figure 2.3c indicates the similarities between the level of learning of each competency and the importance each respondent attributed to that competency over his or her career. This may be ascribed to two considerations: 1) that the graduates misunderstood the question and the separation required between Question #21 (MPA experience) and Question #22 (Career importance); or 2) that the public administration program is providing adequate levels of instruction in the competencies preferred by employers.

While respondents ranked "learning" levels lower than the "career importance" levels, the patterns are very similar. These patterns, themselves, reveal little about the adequacy of teaching of that competency, or of the student's learning it. In order to clarify the differences, a little more direct analysis will be helpful. The following discussion presents the skills and abilities data in a response-weighted form. Each response ("1" through "5", where "1" = "least important", "5" = "most important")<sup>20</sup> is weighted appropriately and the weighted responses for each competency are aggregated. For

---

<sup>20</sup> Opposite of reverse-weighting in the analysis of the Employer's Survey.

clarity and utility, the competencies are grouped coinciding to the 7 categories used in the Employer Survey; Administrative, Budget & Finance, Personnel Management, and so on. The following graphs show more completely the differences between the MPA-learning contexts and career-importance context.

The difference between the MPA-learned levels and the career-importance levels varies dramatically in some instances, slightly in others. The significance of these differences is in the amount of deviation between the levels for each competency compared to the average deviation for the category. The difference between the MPA-learned-level and the career-importance level greater than the average may indicate that additional emphasis is needed in the classroom for that particular competency. Following each graph is a listing of competencies and the relationship (amount of deviation) of each to the average.

### Administrative Competencies

The average difference between levels for Administrative Competencies is 66 (See Table 2.3b). Deviations greater than this indicate a wide discrepancy between learning (or perceived learning) in the program versus career importance.

Figure 2.3c - Comparison of Administrative Competencies

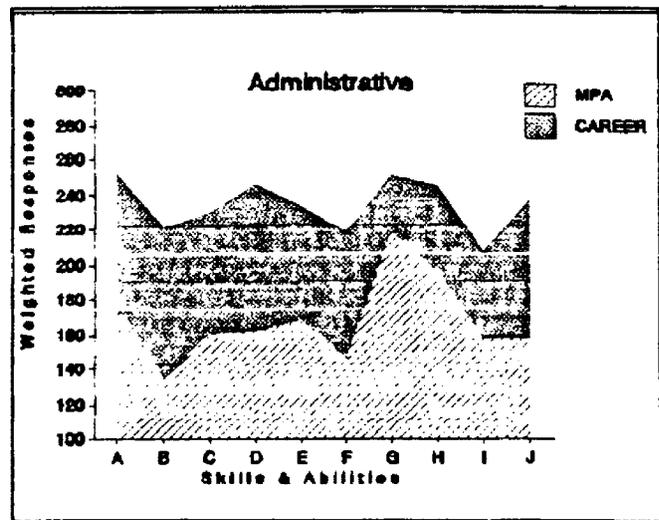


Table 2.3b - Administrative Competencies:

Average = 66

A - Skilled in clearly articulating one's position orally.	Deviation = 75
B - Delegates authority/responsibility.	86
C - Encourages teamwork/collaborative problem solving.	68
D - Makes timely and correct decisions.	33
E - Sets clear and attainable goals.	64
F - Is committed to the organization's goals.	71
G - Skilled in clearly articulating one's position in writing.	32
H - Identifies problems and seeks solutions.	48
I - Motivates employees.	49
J - Communicates with superiors and subordinates readily.	79

The narrow deviation for Competencies G, H, and I (less than the average) may indicate sufficient emphasis on these skills. The disparity between oral and written competencies is apparent when viewing the difference in emphasis between oral presentations and written work in most core classes.<sup>21</sup>

Teamwork and collaborative problem solving skill levels might be attributable to the group activities emphasized in most public administration courses.<sup>22</sup> The same holds for problem identification. While motivation of others is largely a personality trait, it is partly attributable to the positive and enthusiastic attitudes shown by most of the faculty.

---

<sup>21</sup> The author's experience is that there are more written assignments than oral presentations.

<sup>22</sup> Based on author's experience in, and course syllabi for, PSC 360, 501, 593, 594, 597, Winter, 1991 through Fall, 1991.

Figure 2.3d - Comparison of Budget & Finance Competencies

Budget/Finance Competencies

Graduates rank budgeting and financial management skills lower in career importance than general administrative competencies.

However, the level of learning is only slightly lower, showing a small deviation between presumed learning and perceived career importance.

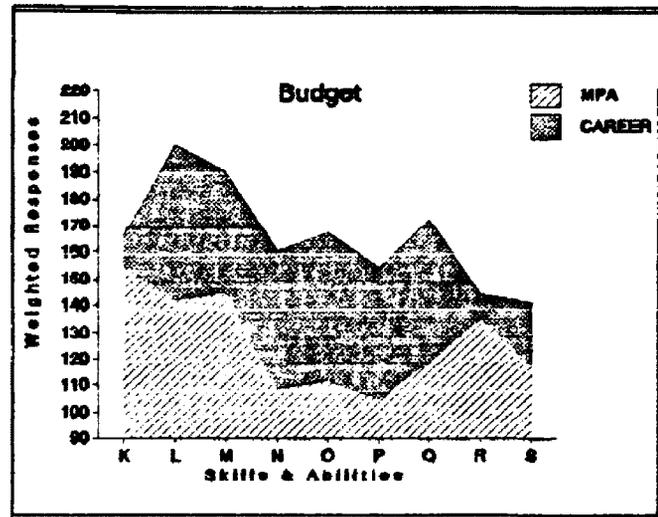


Table 2.3c - Budget/Finance Competencies:

Average = 39

K - Skilled in cost-benefit/Cost-effectiveness analysis	Deviation = 11
L - Able to prepare budgets	58
M - Skilled in budget analysis	45
N - Skilled in governmental financial accounting and analysis	51
O - Competent in expenditure forecasting	55
P - Proficient with revenue forecasting	49
Q - Has knowledge of personnel budgeting	53
R - Is familiar with intergovernmental finance	9
S - Uses financial information systems	23

The ability to prepare and analyze budgets stands out sharply as very important in respondents' careers. Graduates indicate they learned sufficiently about cost-benefit analysis, intergovernmental methods of finance, and financial information systems compared with the perceived importance of each competency. Explanation for these smaller deviations is not clear. Competency S, for example, indicates that the respondents

are sufficiently literate in computer use in budgeting, while analysis of computer literacy contradicts this finding.

### Personnel Management Competencies

Personnel management skills showed the narrowest deviation between the graduates' MPA learning experience and their career importance rankings. The indication is that a good knowledge base in equal opportunity and affirmative action, position classification methods, and personnel recruiting and hiring is provided in the program.

Figure 2.3e - Comparison of Personnel Management Competencies

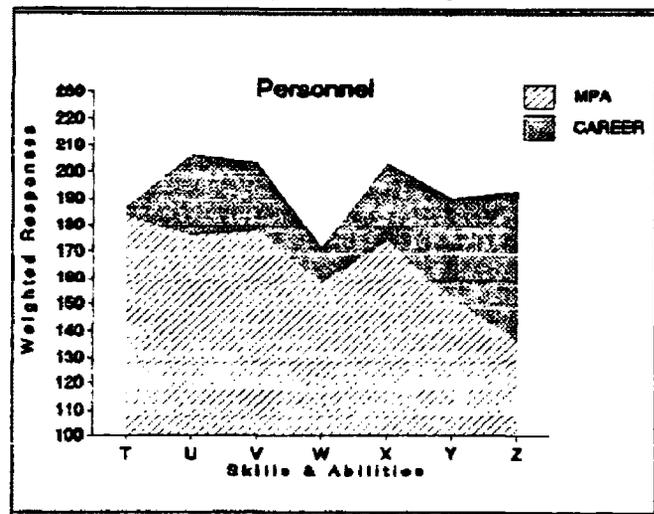


Table 2.3d - Personnel Management Competencies: Average = 28

Competency	Average	Deviation
T - Knowledge of equal employment/affirmative action programs	28	3
U - Skilled in recruiting, interviewing, hiring, firing	30	30
V - Skilled in promotion, performance appraisal, evaluation	25	25
W - Knowledge of position classification methods	12	12
X - Facilitates personnel disputes, personnel relations	29	29
Y - Skilled in employee rights/grievance procedures	38	38
Z - Coordinates training, personal development, workshops	56	56

Figure 2.3f - Comparison of Problem Solving Competencies

Problem Solving Competencies

Problem solving skills and abilities rank very highly in the MPA-learned levels. This is attributable to the analytic teamwork efforts encouraged and demanded by the faculty in most courses. The disparities between the two rankings are narrow.

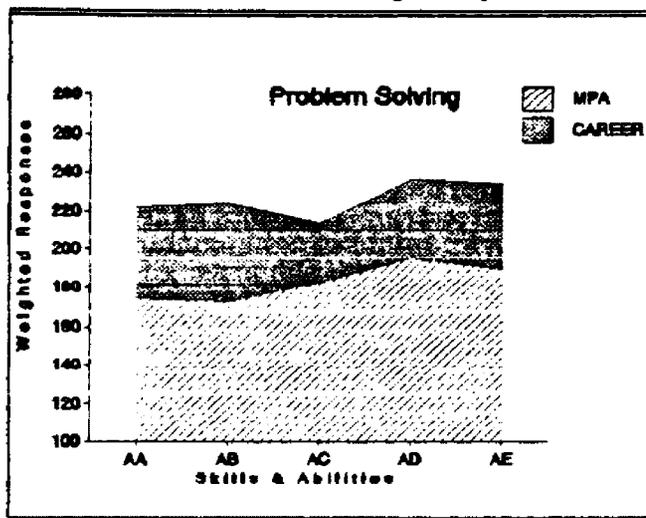


Table 2.3e - Problem Solving Competencies:

Average = 43

AA - Identifies problems in their proper context	Deviation = 47
AB - Carries out effective problem solving tactics	51
AC - Is thorough in analysis/investigation procedures	51
AD - Communicates results clearly and concisely	40
AE - Makes recommendations/decisions based upon findings	44

Though most of the rankings meet or exceed the average deviation, their closeness indicates a relative strength of the MPA program. Instructors encourage problem solving and decision making in most classes. The widest deviation from the average is the ability to use effective tactics in problem solving. Emphasis on which technique to use in which particular instance might narrow this gap.

Computer/Statistics Competencies

Ability to use statistics and carry out common statistical analyses is ranked moderately important by the graduates, and is felt to

be adequately taught in the program. There is no indication by respondents of the source of that learning -- whether from core courses, such as Research Methodology and Design, Policy Analysis, or from elective courses.

Respondents overwhelming agree that they lacked computer training in their MPA experience. There is a corresponding recognition of the importance of computers and computer technology in their careers. The widest disparities lie in general familiarity with computers and simple uses such as wordprocessing.

Figure 2.3g - Comparison of Computer Literacy Competencies

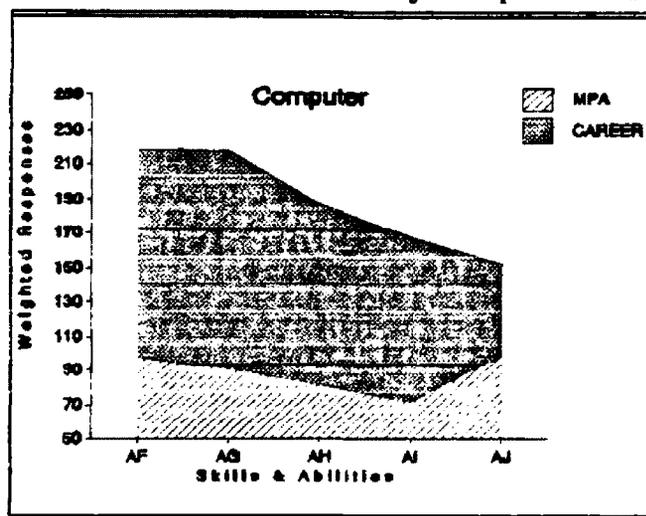


Table 2.3f - Computer/Statistics Competencies: Average = 100

AF - Should have general familiarity with computers and usage	Deviation = 120
AG - Proficient with word processing software	126
AH - Proficient with spreadsheet/mathematical software	105
AI - Proficient with database/statistical/complex software	95
AJ - Able to calculate common statistical analysis	53

Figure 2.3g shows that as the use of computers becomes more complex, its career value lessens, narrowing the deviation between learning and career importance. This may have to do with administrative specialization, lack of computer use by administrators, or simply a lack of recognition of computers as important administrative tools.

### Policy Formulation Competencies

Because of their similarities, two of the policy formulation competencies listed on the Employer's Survey were combined: organizational liabilities and division legal constraints. The widest deviation between MPA-learning and career importance in this category is the ability to set up and facilitate meetings and public forums.

Figure 2.3h - Comparison of Policy Formulation Competencies

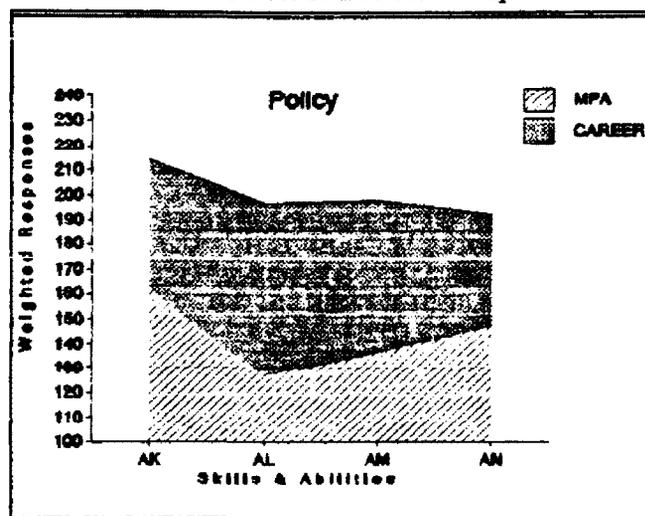


Table 2.3g - Policy Formulation Competencies:

Average = 57

AK - Familiar with organizational legal constraints/principles	Deviation = 52
AL - Skills in public forum/meeting development/facilitation	70
AM - Maintains private/public sector relationships	61
AN- Insures public accessibility to the organization	44

### Qualities & Values Competencies

The listings in this category are not so much skills and abilities as personal qualities. However, an academic experience may enhance or diminish a student's natural proficiency in these areas. All the qualities and values listed in Part 1 of this chapter are important in any administrative capacity, but the six most preferred by employers are also extremely important to MPA graduates.

Willingness to listen to others' ideas (Competency AT) is the only quality showing a narrow deviation. All the other values show a wide disparity between the learning experience and career importance.

Figure 2.3i - Comparison of Administrative Qualities & Values

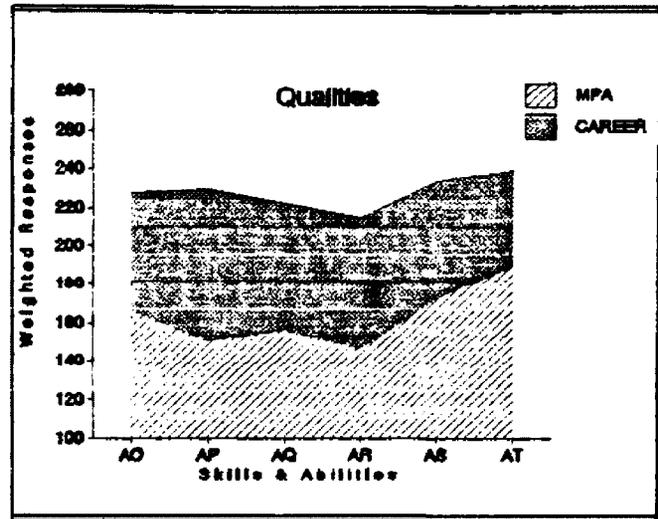


Table 2.3h - Qualities & Values Competencies:

Average = 64

AO - Exhibits Initiative	Deviation = 61
AP - Is adaptable to changing conditions	79
AQ - Demonstrates creativity/innovation	65
AR - Displays a sense of humor	59
AS - Displays candor and honesty	61
AT - Is willing to listen to others' ideas	59

**Financial Aid**

Barely half of the graduates received financial aid during their MPA experience. According to those who received aid, sufficient information and assistance are available. There exists a discrepancy between male and female students getting financial aid. Of those receiving financial aid, nearly 80 percent were men.

**Faculty Evaluation**

A very important aspect in assessing the MPA program and setting reasonable and attainable goals, deals with the graduates' perceptions

of the Political Science Department faculty. Table 2.3i summarizes graduates' attitudes of the faculty. Graduates ranked the faculty "1" to "5" -- "1" being "strongly disagree" with the statement, "5" being "strongly agree" with the statement. Only rankings of "Good" and "Outstanding" are included in the table.

**Table 2.3i - Faculty Evaluation**

	Good	Outstanding
Exposure to variety of viewpoints	40%	41%
Well prepared for class	56%	21%
Comprehensive knowledge of subject	57%	23%
Communicates clearly in class	61%	12%
Accessible outside the classroom	43%	33%
Opportunity to interact socially	26%	17%
Employment assistance	10%	10%
Effective use of practitioners in class	17%	14%
Quality of academic advising was adequate	36%	10%
Quality of career advising was adequate	16%	
Grading systems used were fair	51%	21%
Displayed professional demeanor	56%	26%
Made students' priorities their priorities	29%	12%

Graduates indicated satisfaction with the quality of the faculty. More than three-quarters ranked the faculty "Good" or "Outstanding" in: 1) providing a variety of viewpoints in the classroom, 2) being well prepared for class, 3) having a comprehensive knowledge of the subject matter, 4) communicating clearly in class, 5) being professionally accessible outside the classroom, 6) using equitable grading systems, and 7) displaying a professional demeanor.

The effective use of practitioners in class was not so well graded. Two-thirds felt that practitioners could be used more often and more effectively in classroom instruction. Respondents urge more emphasis in contact with practitioners and administrators outside the

classroom. Recommendations include providing direct contact through some organization, such as involvement with ASPA or other professional organizations. The quality of advising in both the academic and career areas was the deficiency most noted by grads. Respondents expressed some concern that the faculty did not make student priorities their own and did not provide adequate academic counselling.

This evaluation included both the campus program and the Helena program. Since instruction and academic advising at Helena is a shared responsibility of both UM and MSU, Helena students' comments apply to both faculties.

#### Internships

Just over one-third of respondents had served an internship during their MPA tenure. Those who served an internship agreed that it exposed them to "real-world" practice, helped them decide upon a career, and aided in obtaining a job. Direction by both the MPA program and the hiring agency is good. Two-thirds of the respondents agreed that their internship gave them a new awareness of public administration obligations, and found it to be an experience valuable to their careers. Internships are also valuable vehicles for practitioner/student contact.

#### Facilities

Respondents evaluated the Mansfield library and computer and meeting facilities as adequate. Computer facilities were not in existence in the early years so were not available to many of the graduates during their MPA experience. All facilities have improved

over the years, but the overall facilities assessment differs little from the current students' assessment. Most Helena students did not answer this question.

### Women & Minorities

More than three-quarters of the women felt that they did not have adequate contact with female faculty or with female practitioners. Half agreed that the program was responsive to women's needs, but these needs were not defined in the questionnaire, nor were any definitions offered by respondents. The majority of women felt that they were treated fairly, experienced no sexual harassment, and that the department did not tolerate sexual harassment.

No one completed the "For Minorities Only" portion of the questionnaire.

### Overall Satisfaction

More than 80 percent of the graduates responding were "satisfied" or "very satisfied" with their MPA education and experience. Further, they would recommend it to a friend or relative as a good way of obtaining public sector employment. Nearly a third of the respondents, however, were neutral about the importance of the MPA degree to their careers. More than half agreed that the degree was very important, or extremely important, to a subsequent career in the public sector.

More than half of the graduates responding were 35 years old or older at the time they completed their MPA program. The average age at completion is 31 years old.

### Discussion of Respondents' Overall Comments

Overall, the comments received from the graduates were complimentary to the public administration program. Graduates are proud of their MPA degree. Respondents considered the faculty well prepared, interested in, and supportive of students—both in Helena and on campus. Teacher-student interaction was less frequent in Helena. The MPA gave graduates a balanced outlook on the bureaucracy and public service even though it may not have lead directly to a graduate's employment, or was not necessarily an important career factor.

There is a plethora of comment regarding the theoretical versus "real world" aspects of instruction in the program. One male respondent remarked that he could tie the theory to his practice and could understand the need for the theoretical focus. Graduates suggested more emphasis upon hands-on application of theory.. Graduates also stressed more use of practitioners to aid in tying theory to practice.

A few respondents questioned the validity of the professional paper, especially in its current form. They stressed the need to make the professional paper meaningful, making it a practical, usable document rather than merely a final exercise to the MPA degree. They state that the standards of the professional paper must remain high and that it should be a requirement, not an option, for graduation.

Comments suggesting better advising on course work in specific fields were prevalent. Suggestions included requiring "hard core" business and economics courses as well as computer, finance, and budgeting courses. One respondent suggested more emphasis on critical thinking and analysis courses such as statistics and writing.

Comprehensive academic advising was one suggestion to insure that each student takes the courses he or she will need to finish the program successfully in his or her desired field.

## CHAPTER 3

### DISCUSSION AND RECOMMENDATIONS

#### General

Three main areas of the MPA program operation are considered in this assessment summary: 1) *curriculum*, 2) *academic advising*, and 3) *career advising*. Various sub-topics are included under each main category. This chapter lays out recommendations addressing the needs expressed by the respondents to the three surveys.

#### Discussion of the Curriculum

The type, number and quality of courses offered by the Political Science Department appear adequate to meet the needs of public administration. Considering the need to maintain a broadly-based, practitioner-oriented curriculum, more depth in most required courses is unnecessary. There are some problems of frequency and variety of courses for Helena students. Also, there are aspects of specific courses which need to be examined to respond to needs expressed by MPA graduates, students and employers.

Computer competency is a premier need expressed by graduates regarding their comparison of learning in the MPA program with the importance of computer knowledge in the workplace. Kraemer and Northrop (1989) discuss the importance of computer usage in the public sector. Computers play an ever-increasing role in the workplace, from technician

to department head. Data entry and retrieval are the most common computer tasks performed at all organizational levels.<sup>23</sup>

Montana public sector managers agree with Kraemer and Northrop and recommend computer proficiency, especially familiarity with word processing and spreadsheet software. Data storage and retrieval using database software are important computer uses in government, although the survey statistics show these more complex types of computer uses are less important than word processing and spreadsheets. The author stored responses to all three questionnaires in spreadsheet databases, and accomplished much of the data retrieval and analysis with that software.

Closely related to computer use is quantitative analysis. Managerial decision making requires knowledge of analytic techniques.<sup>24</sup> Administrators will always depend upon subordinates to research pertinent topics and to prepare reports summarizing findings. This should not overshadow the administrator's responsibility for understanding the techniques and strategies behind the analysis. Hy. Waugh and Nelson (1987) are emphatic in their recommendation that public managers "must know how to analyze vast amounts of information." Because the amount of data with which bureaucrats must deal is increasing, future public administrators need familiarity with quantitative analytical techniques and computer applications. Students

---

<sup>23</sup> Kenneth L. Kraemer and Alana Northrop, "Curriculum Recommendations for Public Management Education in Computing: An Update." Public Administration Review, Sept/Oct 1989.

<sup>24</sup> Dick Heimovics, "Program Review: Public Administration, University of Montana." June 30, 1988.

must learn how to apply the techniques, not merely learn about the techniques.<sup>21</sup>

Public sector administrators expressed the need for proficiency and understanding of basic statistics in social research. The use of statistics as an analytic tool is not an important need as explained earlier, but should be part of an analytic package.

Concern for knowledge of budgeting and financial management pervades the employers' responses. Not only do agencies want administrators who can prepare budgets, they want individuals who can analyze budgets and use them as tools of management. There are immense discrepancies between the importance that graduates place on budget preparation, budget analysis, government financing methods and revenue and expenditure forecasting in their careers and the level of learning attained in the MPA program. Graduates place less importance on the politics of budgeting than on budgeting skills.

Writing skills are well-honed through the MPA program. Two to three dozen short papers and a few longer papers and reports, including the professional paper, are important requirements of the current core curriculum. The same is not true of oral presentations. Students must take part in group oral presentations in some core classes, but not all. About half of the professors expect presentations to be high caliber. Expectations by others are not so high, creating some confusion about the purposes for oral presentation.

---

<sup>21</sup> Ronald John Hy, William L. Waugh & Peter B. Nelson, "The Future Public Administrator and Quantitative Skills," Public Administration Quarterly, Vol 11, No.2, Summer 1987.

Employers express concern about the ability of graduates to express themselves orally. Oral articulation ranks very highly as an important administrative competency. Graduates also rank oral skills very highly, but indicate they learned these skills satisfactorily in the program. There is a slight disagreement between the graduates and the employers on this skill.

Both students and graduates note the inadequate use of practitioners in the MPA courses. Some of these comments come from practitioner-students in Helena. They assure that officials in Helena are available to share experiences and information about their programs and careers with MPA students. Contact between the "real world" and academia would unquestionably enhance this practitioner-oriented program.

Practitioners are important in other respects beyond guest lecturing. As part of an overall, interactive MPA program, practitioners might participate on MPA advisory panels, supervise internships, assist with grants and the administration of grants, and aid in research.<sup>26</sup>

### Curricular Recommendations

**Recommendation #1: *Computer use must become an integral part of the MPA core curriculum.***

Since only practice makes perfect in computer use, a course should be designed to incorporate two software types, word processing and

---

<sup>26</sup> D.S. Charuhan and H. Kenneth Hibbein. "Practitioners in Public Service Education: Perceptions of Program Administrators." American Review of Public Administration, Vol.17, No.4, Dec 1987.

spreadsheet, into an analytical, results-oriented project accompanied by a high quality report. Included would be proper research and investigative strategies and techniques including common statistical analyses.

**Recommendation #2: *Budgeting and financial management must include a project of budget preparation and defense.***

Preparation, analysis and defense of a simulated state or local government budget will give students a better understanding of the bureaucracy. Financial management will include short- and long-range forecasting of expenditures and revenues and the use of budgets as tools for proper management.

**Recommendation #3: *The MPA program must require more and higher quality oral presentations by students.***

Critical thinking skills develop through the capability to think quickly and articulate clearly and concisely during impromptu as well as planned, well-rehearsed oral presentations. The required quality of oral presentations must be consistent in all courses.

**Recommendation #4: *The department must make more and better use of practitioners in the classroom.***

Practitioners from a variety of organizations, including private, bring important perspectives to students, as well as cement close relationships between students and agencies, and between the department and agencies.

### Discussion of Academic Advising & Areas of Concentration

High quality academic advising should be an important and integral part of a student's college experience. Student and advisor can thereby develop academic goals based upon the student's career plans and the advisor's knowledge of the curriculum. One suggestion brought out by current students was a mentoring program where older students would take younger ones "under the wing." This philosophy can be applied to good faculty advising and counselling.

Most students, especially in-service students, have firm goals in mind upon entering the program. Suggestions of courses fitting the student's career objectives should be made available. Many colleges provide optional degree programs or opportunities for specialization in many areas such as Personnel & Human Resources Management, Budgeting and Financial Management, Health Care Administration, Natural Resources, Local Government, Criminal Justice, and others.<sup>27</sup> The Political Science Department is too small to offer a wide variety of courses, but close coordination and cooperation with other departments and programs on campus could fill the gap.. Areas of concentration would help students attain their academic goals.

Special areas of concentration, or optional degree opportunities, could bring additional students into the program. Many *potential* MPA candidates might enroll if specialized training were available. Degree

---

<sup>27</sup> NASPAA, 1990 Directory, Op Cit.

options using existing coursework could be offered immediately with little or no additional expense.<sup>28</sup>

### Academic Advising Recommendations

**Recommendation #5: *The faculty must improve the quality of academic advising.***

Advising immediately upon entry into the program will aid the student in developing academic and career goals. On-going advising will help the student recognize and assess deficiencies and strengths in his or her academic career.

**Recommendation #6: *The department must develop suggestions of elective course work in various areas of public administration specialization.***

Areas of concentration with an appropriate listing of available courses will be invaluable in directing the student toward his or her chosen field.

### Discussion of Internships, Career Advising, and Placement

The public administration faculty should implement an interactive model of public administration education. As suggested by Rizzo (1987), being interactive requires on-going involvement with public administration employers and practitioners, graduates and alumni

---

<sup>28</sup> Donald M. Wood. "University of Montana's Master of Public Administration Program: An Outreach Proposal," Unpublished independent study report, May, 1991.

associations, students and student groups, and public administration faculty.<sup>29,30</sup>

An interactive role would incorporate many of the perceptions, suggestions, and philosophies expressed in the questionnaires responses. Those who responded to the questionnaires represent the stakeholders in public administration. These individuals and their organizations and philosophies provide the opportunities to create a dynamic MPA program. The faculty can compare the knowledge, skills and abilities gained with those identified by public managers. Inter-activity within the public administration environment would include internships for pre-service students, close contact and rapport between practitioners and students, and special recognition of the needs of in-service students who are seeking career changes.

Employers and graduates praised internships as very important to the future careers of MPA candidates. Employers who used interns in the past would like student interns currently and recommend that the school increase the size of its program. Much of the problem lies with agencies' lacking funds to hire interns, but closer contact between the Political Science Department and employing agencies could identify more opportunities for internships. Connections between coursework and internship activities are important parts of the student's MPA

---

<sup>29</sup> Ann-Marie Rizzo, "Stakeholders in Public Service Education: An Alternative Approach to Program Design," American Review of Public Administration, Vol.17, No.4, Dec 1987.

<sup>30</sup> Blue Wooldridge, "Increasing the Professional Management Orientation of Public Administration Courses," American Review of Public Administration, Vol.17, No.4, Dec 1987.

experience.<sup>31</sup> Heimovics (1988) emphasizes that an internship is more than "credit for a work experience." It should include special readings, attending special meetings and working on special projects which bridge academic theory and practice.<sup>32</sup> Special consideration should be given to older students changing careers. Another valuable part of the internship is the personal and professional contact between employers and potential employees.

### Internships & Career Advising Recommendations

***Recommendation #7: Increased emphasis must be placed on career-oriented internships.***

Internships are very important to those who have participated. Graduates consider their internship an important part of their MPA experience and later career start.

***Recommendation #8: MPA faculty must assist students by advising about potential jobs with public and non-profit organizations.***

Severe obstacles face the MPA graduate seeking employment in government service, especially with state government. Securing an administrative position in state government, regardless of qualifications is very difficult, because of an employment bias in favor of internal agency applicants. Counselling for qualified MPA graduates could increase the number of public administration educated managers in the public bureaucracies.

---

<sup>31</sup> David N. Cox, "Continuing Issues in Public Administration: A Symposium." Public Administration Quarterly, Vol.11, No.2, Summer 1987.

<sup>32</sup> Dick Heimovics, Op Cit.

These eight recommendations reflect the major concerns of employers, graduates and students polled about the future of the MPA program at the University of Montana. Data indicate minor concerns for other aspects of the program, but in general, the MPA program has evolved into a successful and popular academic program. The Political Science Department faculty can use these recommendations to develop overarching goals to guide the public administration program through the nineties.

Goals should be simple and attainable. While it is not the purpose of this project to usurp faculty prerogatives in goal setting, the author suggests that the faculty analyze the program in terms of the seven broad competency categories described here. For each competency category, the overall purposes of teaching and learning can be stated. Based on these purposes, the faculty can develop simple strategies to maintain, strengthen or refocus the program or specific courses.<sup>11</sup> The following example is one method for clearly stating goals and the strategies necessary to achieve them.

**Goal Setting Example for General Administrative Competencies:**

Purpose: To improve the general managerial qualities of graduates.

Competency 1: Clearly articulates one's arguments orally.

Strategy: Each instructor will examine the course objectives to incorporate several formal oral presentations for each student.

---

<sup>11</sup> American Forestry Association, "1992 Plan of Operations," January 24, 1992, Washington, D.C.

Strategy: Each instructor will insure adequate informal oral involvement by each student in seminar activities.

Whether the goal is improvement of certain competencies or maintaining a high quality teaching environment, setting goals in writing will insure quality.

Eisenman (1991) makes some useful recommendations which relate setting program goals: 1) explicitly identify and define what is expected of students, especially in-service experience; 2) design classes, practices, and on- and off-campus learning experiences to foster these expectations; and 3) design means of measurement and measure success in producing student learning outcomes and experiences.<sup>34</sup>

By redesigning the public administration curriculum around learned skills and abilities, the program would become soundly based in practitioner competency. Integrating theory and practice is the essence of the MPA program, making it one of the most competency-based curricula at UM. Coupled with a faculty already dedicated to the program, competent in appropriate fields of study, and interested in the students, a competency-based curriculum would achieve excellence in public administration for the state of Montana.

---

<sup>34</sup> Charles D. Eisenman, Op Cit.

## APPENDIX

---

---

APPENDIX A - EMPLOYER SURVEY

APPENDIX B - STUDENT SURVEY

APPENDIX C - GRADUATE SURVEY

APPENDIX D - BIBLIOGRAPHY

**APPENDIX A**

**EMPLOYER SURVEY**

**APPENDIX A-1**

**EMPLOYER SURVEY INSTRUMENT**

**THE MPA ASSESSMENT**  
**THE EMPLOYER'S PERSPECTIVE**

---

---

**SECTION A: ORGANIZATIONAL PERSPECTIVE**

We begin by asking you as a potential employer and supervisor of graduates of the University of Montana's MPA program, to reflect upon your organization and your job.

1. What is the name of your agency and division?

2. What is your current job title?

3. How long have you occupied your current position?

[ \_\_\_\_\_ ] Years/months

4. Which one of the following best describes the type of organization by which you are currently employed?

- U.S. federal government agency/Congress
- State government agency/State legislature
- County government
- City government
- Other local jurisdiction
- Other (please specify):

5. Approximately how many people are employed by the agency for which you work?

[ \_\_\_\_\_ ] No. people

6. Approximately how many people are employed in the division which you administer?

[ \_\_\_\_\_ ] No. people

7. Additional Comments

---

---

---

**SECTION B: SKILLS ABILITIES AND KNOWLEDGE**

In this section we ask you about the skills, knowledge and abilities (competencies) that you feel are important in the administrators which work for you. At the end of each list there is room for a few more competencies which you might want to suggest and rank.

**8. General Administrative Competencies:**

Please consider and rank the importance of various *general administrative competencies* that MPA graduates should bring to the job. Please select up to ten (10). Number your selections from 1 (most important) to 10 (least important).

- Skilled in clearly articulating one's arguments orally
- Interacts with persons inside the organization
- Interacts with persons outside the organization
- Delegates authority/responsibility
- Encourages teamwork/collaborative problem solving
- Maintains discipline
- Has knowledge of legal principles, statutes and regulations
- Is accountable to and interested in the organization
- Exhibits political awareness
- Shows sensitivity to others
- Makes timely and correct decisions
- Sets clear and attainable goals
- Recognizes and uses the informal organization
- Exercises discrete use of power and authority
- Is committed to the organization's goals
- Skilled in clearly articulating one's arguments in writing
- Is committed to co-workers
- Stays informed on organizational policy
- Shows appreciation to workers
- Keeps up-to-date on current technology/professional knowledge
- Requests and uses others' input
- Identifies problems and seeks solutions
- Motivates employees
- Communicates with superiors and subordinates readily
- Maintains liaison with elected, governing officials
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### 9. Financial Management and Budgeting:

Next we ask about the importance of various *financial management and budgeting skills* MPA graduates should bring to the job. Please select up to eight (8). Number your selections from 1 (most important) to 8 (least important).

- Is skilled in cost-benefit/cost-effectiveness analysis
- Has knowledge of budget processes
- Able to prepare budgets (operating, capital, cash)
- Skilled in budget analysis (justification, performance, indicators)
- Is familiar with various budgeting approaches (PPB, ZBB, MBO)
- Can prepare financial condition evaluation
- Proficient in cost-revenue analysis
- Knowledge of taxation and tax codes/regulations
- Skilled in governmental financial accounting and reporting
- Uses cash management
- Competent in expenditure forecasting
- Proficient with revenue forecasting
- Skilled in capital investment analysis, budget formation
- Has knowledge of personnel budgeting
- Familiar with present value concepts
- Can carry out auditing procedures
- Is familiar with intergovernmental finance
- Knowledgeable about user charges
- Uses financial information systems
- Can develop and carry out computerized financial modeling
- Adept in cost accounting
- 
- 
- 

### 10. Human Resources/Personnel Management:

In this question we ask you to rank the importance of various *human resources/personnel management skills* MPA graduates should bring to the job. Please select up to eight (8). Number your selections from 1 (most important) to 8 (least important).

- Knowledge of equal employment/affirmative action programs
- Skilled in recruiting, interviewing, hiring, firing
- Skilled in promotion, performance appraisal, evaluation
- Familiar with incentive systems (merit pay, bonus, recognition awards)
- Engages in collective bargaining, contract management
- Knowledge of position classification methods
- Facilitates personnel disputes, personnel relations
- Arbitrates rule/policy infractions
- Knowledgeable in civil service reform
- Has knowledge of compensation/employee benefits programs
- Skilled in employee rights/grievance procedures
- Coordinates personnel testing, assessment, licensing policies
- Coordinates training, personal development, workshops
- Skillful in personnel/civil service law
- Responsible for employee orientation
- 
-

### 11. Problem Solving and Decision Making:

Please reflect upon and rank the importance of the following *problem solving and decision making skills* MPA graduates should bring to the job. Please select up to four (4). Number your selections from 1 (most important) to 4 (least important).

- Identifies problems in their proper context
- Identifies relationships quickly and accurately
- Carries out effective problem solving tactics
- Is thorough in analysis/investigation procedures
- Understands complex situations
- Extracts key information
- Uses appropriate technology
- Communicates results clearly and concisely
- Makes recommendations/decisions based upon findings
- \_\_\_\_\_
- \_\_\_\_\_

### 12. Computer Literacy and Statistics:

In this question we ask about the importance of various *computer literacy and statistical skills* MPA graduates should bring to the job. Please select up to four (4). Number your selections from 1 (most important) to 4 (least important).

- Needs no familiarity
- Should have general familiarity with computers and usages
- Proficient with word processing software
- Proficient with spreadsheet/mathematical software
- Proficient with database/statistical/complex software
- Has programming proficiency
- Can install/repair hardware/systems
- Able to calculate common statistical analysis (mean, standard deviation, variance, standard error, etc)
- Can calculate bivariate/multivariate analysis
- Able to calculate complex statistics
- \_\_\_\_\_
- \_\_\_\_\_

### 13. Program/Policy Formulation & Political/Legal Processes:

In this question we ask you to assess the importance of *program/policy formulation skills and political/legal processes competencies* MPA graduates should bring to the job. Please select up to four (4). Number your selections from 1 (most important) to 4 (least important).

- Maintains liaison with legislators/policy makers/committees
- Familiar with organizational legal constraints/principles/liabilities
- Familiar with division/bureau legal constraints/principles/liabilities
- Skills in public forum/meeting development/facilitation
- Maintains close liaison with media
- Exercises clientele advocacy
- Maintains private/public sector relationships
- Insures public accessibility to the organization
- \_\_\_\_\_

**14. Administrative Qualities And Values:**

In this question we ask you to assess the importance of *personal values* and *ethical behavior* that MPA graduates should bring to the job. Please select up to five (5). Number your selections from 1 (most important) to 5 (least important).

- Exhibits initiative
- Is adaptable to changing situations
- Is sincere
- Maintains flexibility
- Demonstrates creativity/innovation
- Is always prepared
- Has courage of his/her convictions
- Displays a sense of humor
- Shows loyalty to one's profession
- Shows loyalty to one's organization
- Is conscientious
- Displays candor and honesty
- Is willing to listen to others' ideas
- Has a high degree of intuition
- Is tenacious
- \_\_\_\_\_
- \_\_\_\_\_

**SECTION C: A LITTLE MORE HELP**

15. Now please take a few extra moments and give us a little more perspective into your thoughts about MPA graduates, managerial competencies, academic programs, and/or this questionnaire?

---



---



---



---



---



---



---



---

**THANK YOU FOR YOUR TIME AND EFFORT**

**APPENDIX A-2**  
**EMPLOYER SURVEY RESULTS: RAW DATA**

APPENDIX A-2  
SURVEY RESULTS: RAW DATA (Codes)

Agency: 0 = Missing Data (for all categories)  
1 = Federal  
2 = State  
3 = Local (City)  
4 = Other (Combined with local)

Department: 1 = Administration  
2 = Agriculture  
3 = Commerce  
4 = Family Services  
5 = Fish, Wildlife & Parks  
6 = Health & Environmental Services  
7 = Transportation (nee Highways)  
8 = Historical Society  
9 = Institutions  
10 = Justice  
11 = Labor & Industry  
12 = Lolo National Forest  
13 = Missoula  
14 = Natural Resources & Conservation  
15 = Public Instruction  
16 = Public Service Regulation (PSC)  
17 = Revenue  
18 = Social & Rehabilitation Services  
19 = State Lands

Division: 1 = Centralized Services  
2 = Administrative Services  
(Combined for summary)  
3 = Technical/Line

Tenure: 1 = <1 Year  
2 = 1 to 3 Years  
3 = 3 to 10 Years  
4 = >10 Years

No. People Supervised:  
1 = < 10  
2 = 10 to 25  
3 = 26 to 50  
4 = 51 to 100  
5 = >100

Gender: 1 = Male  
2 = Female

**APPENDIX A-3**  
**EMPLOYER SURVEY RESULTS: RAW DATA (Codes Continued)**

Question #8 - General Administrative Competencies

Adm1 thru Adm25

Question #9 - Financial Management & Budgeting

Bud1 thru Bud21

Question #10 - Human Resources/Personnel Management

Per1 thru Per15

Question #11 - Problem Solving & Decision Making

Pro1 thru Pro9

Question #12 - Computer Literacy & Statistics

Com1 thru Com10

Question #13 - Program/Policy Formulation & Political/Legal  
Processes

Pol1 thru Pol8

Question #14 - Administrative Qualities & Values

Qual1 thru Qual5





ID	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	B12	B13	B14	B15	B16	B17	B18	B19	B20	B21	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15
92109	8	1	0	0	6	0	0	0	4	0	2	0	0	5	7	0	0	0	3	0	0	3	2	1	0	0	7	8	0	0	0	5	0	6	0	4
92110	1	6	0	2	0	8	0	0	3	0	4	0	0	7	0	0	5	0	0	0	0	1	4	7	0	0	0	2	0	6	8	0	0	5	0	0
92111	2	8	4	3	0	7	0	0	0	0	5	6	0	0	1	0	0	0	0	0	0	6	0	0	0	3	0	4	5	0	7	1	0	2	0	8
92112	4	1	2	3	5	6	0	0	0	0	7	0	0	8	0	0	0	0	0	0	0	4	0	1	0	0	0	2	8	0	7	3	0	6	0	5
92113	0	0	3	0	0	0	0	0	0	2	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	3	4	0	0	0	2	0	0	1	0
92114	0	2	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	0	0	0	3	1	2	0	0	0	4	0	0	0	5	0	0	0	0
92115	0	0	3	0	4	7	0	0	0	0	6	0	5	0	0	8	2	0	0	1	0	2	7	3	4	0	5	6	0	1	0	0	8	0	0	0
92116	5	1	0	3	0	0	0	2	0	0	0	0	7	6	0	0	0	0	8	4	0	0	1	3	0	0	0	2	0	0	0	0	0	0	0	0
92117	0	1	0	2	3	0	0	0	0	0	6	7	0	0	0	0	4	5	0	0	0	3	1	2	6	7	8	0	0	0	5	0	0	4	0	0
92118	4	1	2	0	0	0	0	0	5	0	3	0	0	0	0	0	0	6	0	0	0	4	2	1	6	5	7	0	0	0	3	0	0	0	0	0
92119	0	1	0	0	0	2	0	0	0	0	0	0	0	3	0	0	4	5	8	6	7	2	3	4	8	0	0	5	0	0	8	7	0	6	0	1
92120	0	1	0	5	0	0	0	0	0	0	6	7	0	2	0	0	8	0	3	4	0	3	2	0	0	0	1	6	0	0	5	0	0	0	4	2
92121	3	4	0	2	1	0	0	6	0	0	0	0	5	0	0	8	0	7	0	10	0	1	2	3	4	5	6	7	1	0	0	8	0	0	0	0
92122	9	2	3	0	10	0	0	0	7	0	4	5	6	1	0	0	8	0	0	0	0	3	5	4	0	0	8	7	1	0	0	2	0	6	0	0
92123	0	1	2	4	0	0	0	0	0	0	0	0	0	5	0	0	0	8	0	0	3	1	0	2	0	0	3	0	0	0	0	0	0	4	0	0
92124	0	0	1	0	0	0	0	2	3	0	0	4	5	0	0	0	7	0	6	0	0	7	3	4	0	5	8	1	0	0	0	0	2	0	0	7
92125	0	2	1	0	0	0	0	0	3	0	4	5	0	6	0	0	7	0	0	0	0	5	1	0	0	0	0	4	6	0	0	0	0	2	0	0
92126	6	1	2	3	0	0	7	0	4	0	8	0	0	0	0	0	5	0	0	0	0	1	2	3	0	6	4	7	8	0	0	0	0	5	0	0

ID	Problem Solving									Computer Literacy & Statistics										Policy Formulation																		
	M1	M2	M3	M4	M5	M6	M7	M8	M9	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	F1	F2	F3	F4	F5	F6	F7	F8											
92000	1	2	0	0	0	3	0	4	0	0	1	2	3	0	0	0	0	0	0	3	1	2	0	0	9	0	0	0										
92001	1	0	2	0	0	0	0	4	3	0	1	2	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0										
92002	2	0	3	0	1	0	0	0	4	0	4	0	2	1	0	0	3	0	0	0	0	6	1	3	0	0	2	0										
92003	2	3	0	0	1	0	0	0	4	0	1	0	0	0	0	0	0	0	0	0	0	1	2	0	3	4	0	0										
92004	2	0	4	0	3	0	0	1	0	0	1	2	3	4	0	0	0	0	0	0	0	2	0	3	0	1	0	4										
92005	0	0	2	1	0	0	0	0	3	4	0	1	2	3	4	0	0	0	3	0	4	1	2	3	0	0	0	0										
92006	1	0	0	4	0	0	0	3	2	0	1	2	3	4	0	0	0	0	0	0	0	0	1	3	0	0	2	4										
92007	4	0	0	3	0	0	0	1	2	0	0	1	2	3	0	0	0	0	0	0	4	1	2	0	0	0	3	0										
92011	2	0	0	1	0	3	0	4	0	1	2	3	4	0	3	0	0	0	0	0	0	1	3	0	0	0	0	2	0									
92013	2	3	0	1	4	0	0	0	0	0	0	1	2	3	4	0	0	0	0	0	3	0	1	2	0	0	0	0	4									
92014	0	0	1	2	0	0	0	0	4	3	0	1	2	3	4	0	0	0	0	0	3	2	1	4	0	0	0	0	0									
92016	3	0	3	2	0	0	0	0	4	0	0	3	0	1	0	0	0	0	2	0	0	0	0	0	4	0	1	2	3									
92018	1	0	0	0	0	2	0	4	3	0	1	2	3	0	4	0	0	0	0	9	4	3	0	1	0	0	2	0	0									
92019	1	0	2	3	0	0	0	4	0	0	4	1	2	0	0	0	3	0	0	0	0	1	1	2	0	1	0	2	0									
92021	2	0	0	3	0	0	0	1	4	0	4	1	3	0	0	0	2	0	0	0	9	2	0	1	0	0	4	3	0									
92022	0	0	3	1	0	0	4	2	0	0	1	2	3	4	0	0	0	0	0	0	4	0	1	0	0	0	2	3	0									
92026	0	4	0	1	0	0	0	3	2	0	1	3	0	2	0	0	0	0	0	0	9	1	0	3	0	0	2	0	0									
92027	0	3	0	2	0	0	0	1	4	0	0	1	2	3	4	0	0	0	0	0	0	2	3	1	0	0	0	0	0									
92028	1	2	3	4	0	0	0	0	0	3	1	2	0	0	0	0	0	0	0	0	0	0	0	4	2	0	1	3	0									
92029	1	2	1	1	2	3	3	2	3	4	1	1	3	3	4	4	4	4	4	4	3	1	1	1	1	3	3	2	2	0								
92030	1	0	4	2	0	0	0	3	0	1	2	0	0	0	0	0	0	0	0	0	3	0	0	2	0	0	0	4	1	0								
92032	1	2	3	0	0	0	0	4	4	0	1	3	0	0	0	2	0	0	0	0	0	2	1	0	0	3	0	0	0	0								
92033	1	0	2	3	0	0	0	4	0	0	1	2	4	3	0	0	0	0	0	0	0	4	3	1	0	0	0	2	1	0								
92035	1	2	1	1	1	1	1	1	1	4	1	1	1	2	4	4	2	4	4	4	2	1	1	2	1	3	2	1	1	0								
92036	0	3	4	0	2	0	0	3	4	0	0	1	2	3	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0		
92037	1	2	0	5	0	0	0	3	4	0	2	4	1	3	0	0	0	0	0	0	4	1	2	3	0	0	0	0	0	0	0	0	0	0	0	0	0	
92039	0	0	4	1	2	0	0	3	0	0	0	0	1	0	0	0	2	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
92041	0	0	0	0	1	2	0	3	4	0	0	0	3	1	2	0	0	4	0	0	0	1	2	3	0	0	4	0	0	0	0	0	0	0	0	0	0	
92042	0	0	3	4	0	0	0	1	2	0	1	0	2	0	0	0	0	0	0	0	0	0	2	4	0	0	1	3	0	0	0	0	0	0	0	0	0	
92043	2	1	4	3	0	0	0	0	0	0	1	0	0	2	4	0	3	0	0	0	3	4	0	0	0	0	0	2	1	0	0	0	0	0	0	0	0	
92044	1	1	2	3	0	0	0	3	4	0	1	2	3	0	0	0	4	0	0	0	4	1	2	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0
92045	1	0	3	0	0	2	0	0	4	0	1	0	0	3	0	0	2	0	4	0	3	0	4	0	0	0	1	2	0	0	0	0	0	0	0	0	0	
92046	0	3	1	2	0	0	0	4	0	0	3	2	1	4	0	0	0	0	0	0	0	1	0	2	0	3	0	4	0	0	0	0	0	0	0	0	0	0
92047	1	2	0	0	3	0	0	0	4	0	0	1	2	0	0	0	0	0	0	0	0	0	4	3	0	0	0	1	2	0	0	0	0	0	0	0	0	0
92048	0	0	0	2	1	3	0	4	0	0	1	4	0	3	0	4	2	0	0	0	3	1	0	2	0	0	0	0	4	0	0	0	0	0	0	0	0	0
92049	3	4	1	0	0	0	0	2	0	0	1	2	3	0	0	0	4	0	0	0	4	2	1	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0
92052	1	4	2	0	0	0	0	3	0	0	1	2	3	0	0	0	4	0	0	0	4	2	1	0	0</													

ID	H1	H2	H3	H4	H5	H6	H7	H8	H9	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8
92101	4	3	0	1	0	0	0	2	0	0	0	1	2	3	0	0	0	0	0	0	0	0	2	0	3	4	1
92102	1	0	2	3	0	0	0	0	4	0	0	1	2	3	0	0	0	0	0	0	0	2	3	4	0	0	1
92104	0	2	3	0	4	0	0	0	0	0	1	2	3	4	0	0	0	0	0	0	0	3	4	0	0	1	2
92105	1	4	0	0	0	0	0	0	0	0	0	3	4	1	0	0	0	0	0	0	0	2	0	0	0	1	3
92107	1	4	0	0	0	0	0	0	0	0	0	0	2	1	0	0	0	0	0	0	0	0	0	0	0	1	2
92108	0	0	2	1	3	0	0	0	4	0	0	1	0	2	0	0	0	0	0	0	0	1	2	3	0	0	4
92109	1	0	0	0	3	4	0	2	0	0	1	2	0	0	0	0	0	0	0	0	2	0	0	1	4	0	3
92110	0	0	2	3	0	0	0	1	4	0	1	2	3	4	0	0	0	0	0	0	3	2	0	1	0	0	4
92111	1	0	4	0	0	0	0	3	2	0	1	2	3	4	0	0	0	0	0	0	3	1	0	0	0	4	2
92112	1	4	2	0	0	3	0	0	0	0	4	2	1	3	0	0	0	0	0	0	0	1	0	2	3	0	4
92113	2	1	3	4	0	0	0	0	0	0	1	2	3	4	0	0	0	0	0	0	0	2	1	0	0	3	4
92114	0	0	0	1	0	0	0	2	3	0	0	1	2	3	4	0	0	0	0	0	0	0	0	0	0	0	1
92115	2	0	3	1	0	0	0	0	0	0	0	0	3	4	1	0	0	0	0	0	0	2	3	0	0	4	1
92116	2	0	4	0	1	0	0	0	3	0	0	1	2	3	4	0	0	0	0	0	3	4	0	2	0	0	1
92117	1	0	2	0	0	0	0	4	3	0	1	2	3	0	0	0	0	0	0	0	3	0	4	1	0	0	2
92118	2	0	4	1	0	0	0	0	3	0	1	2	3	4	0	0	0	0	0	0	5	3	2	4	0	0	1
92119	0	0	1	0	2	0	3	4	0	0	0	1	2	3	0	0	0	0	0	0	4	3	0	2	0	0	1
92120	2	4	0	0	0	0	0	3	0	0	0	1	2	3	0	0	0	0	0	0	2	0	3	0	0	0	1
92121	1	3	2	0	4	0	0	0	0	0	0	0	1	2	0	0	3	0	0	1	2	0	0	0	1	0	0
92122	1	0	2	0	0	3	0	4	0	0	1	3	4	2	0	0	0	0	0	0	0	0	0	0	0	0	0
92123	1	0	2	3	0	0	0	0	4	0	1	2	4	3	0	0	0	0	0	0	0	0	0	0	0	0	2
92124	1	0	0	2	3	0	0	0	4	0	0	1	3	2	0	0	0	0	0	0	3	0	2	0	0	4	1
92125	2	3	0	0	0	0	0	1	4	0	0	1	2	0	0	3	0	0	0	3	4	0	1	0	0	2	0
92126	1	0	2	3	0	0	0	0	4	0	0	3	1	2	0	0	0	0	0	4	4	1	0	0	0	3	2

Qualities & Values

ID	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15
92000	0	0	0	5	0	0	0	3	0	0	2	1	4	0	0
92001	2	3	0	0	0	0	0	4	0	0	0	0	0	5	0
92002	1	2	0	0	3	0	4	0	0	0	0	5	0	0	0
92003	0	5	0	0	0	0	3	2	0	0	0	1	4	0	0
92004	3	5	0	0	4	0	0	0	0	0	0	1	2	0	0
92005	1	4	0	0	5	0	0	2	0	0	0	0	3	0	0
92006	0	4	0	0	5	0	0	0	0	1	2	3	0	0	0
92007	1	0	0	0	2	0	0	5	0	0	0	3	4	0	0
92011	0	3	0	2	0	0	0	4	0	1	0	0	0	0	0
92013	0	3	0	0	1	0	0	2	0	0	0	0	5	4	0
92014	2	4	1	0	0	0	0	0	0	5	0	0	3	0	0
92016	2	0	0	0	0	3	5	1	0	0	0	0	4	0	0
92018	3	0	0	4	0	0	0	0	0	0	2	1	0	0	0
92019	3	4	0	0	0	0	0	5	0	0	1	2	0	0	0
92021	3	0	0	0	5	0	0	0	0	4	0	1	2	0	0
92022	0	5	3	0	1	0	0	0	0	0	4	0	2	0	0
92024	0	2	0	0	1	0	3	5	0	4	0	0	0	0	0
92027	2	0	0	0	3	0	0	0	4	0	1	5	0	0	0
92028	7	0	2	0	0	0	4	5	0	6	0	1	3	0	0
92029	2	2	1	2	2	3	1	2	1	2	2	1	2	3	3
92030	5	0	0	0	0	0	2	0	1	0	0	3	4	0	0
92032	0	1	0	2	0	5	0	0	0	3	4	0	0	0	0
92033	0	1	0	4	0	5	0	0	0	0	3	2	0	0	0
92035	1	1	1	1	2	1	1	2	1	1	1	1	2	2	2
92036	4	3	0	0	0	0	0	0	0	5	1	2	0	0	0
92037	4	2	0	1	0	0	5	3	0	0	6	7	0	0	0
92039	1	0	0	0	3	0	0	0	0	4	2	5	0	0	0
92041	3	0	0	0	2	0	0	0	0	1	0	0	4	0	5
92042	0	1	0	4	0	2	0	0	0	5	3	0	0	0	0
92043	1	4	0	0	0	0	2	5	0	0	0	3	0	0	0
92044	2	1	0	4	0	0	0	0	0	0	0	3	0	0	0
92045	1	4	0	5	0	2	0	0	0	0	0	3	0	0	0
92046	3	1	0	0	4	0	0	0	0	5	0	0	2	0	0
92047	3	2	0	0	0	0	0	0	0	5	0	1	0	0	4
92048	3	0	0	5	4	0	0	0	0	0	1	0	0	0	0
92049	2	0	0	3	0	5	0	4	0	0	0	0	0	0	0
92052	0	0	0	0	5	0	0	2	0	0	3	1	4	0	0
92053	0	0	1	0	0	4	0	0	0	5	2	3	0	0	0
92054	0	0	0	0	4	0	0	5	0	1	0	2	3	0	0
92055	0	3	2	0	5	0	4	0	0	0	0	1	0	0	0
92056	1	0	0	3	0	0	0	2	0	0	4	5	0	0	0
92058	0	0	3	0	0	4	2	0	0	0	5	1	0	0	0
92060	5	0	2	0	3	0	0	0	0	1	1	1	4	0	0
92061	0	0	1	0	0	0	0	0	0	0	0	2	0	4	0
92063	0	0	5	0	1	0	4	3	0	0	0	2	0	0	0
92065	0	1	3	0	2	0	4	0	0	0	0	5	0	0	0
92066	3	0	1	0	2	0	0	0	0	5	0	4	0	0	0
92068	0	0	2	4	0	0	0	0	0	1	0	3	0	0	0
92070	0	2	0	3	4	0	5	0	0	0	0	1	0	0	0
92072	2	1	0	0	4	0	5	0	0	0	0	3	4	0	0
92075	2	5	0	0	1	0	0	0	0	0	0	3	4	0	0
92077	0	5	1	0	0	0	0	2	0	0	4	3	0	0	0
92078	3	0	0	0	4	1	0	0	0	0	0	5	0	0	0
92079	1	0	0	0	4	3	0	0	0	0	0	5	2	0	0
92080	2	4	0	0	0	0	0	5	0	1	0	3	0	0	0
92081	2	0	0	0	1	0	3	5	0	0	0	0	0	0	0
92083	1	1	1	1	1	1	1	1	2	2	1	1	1	0	1
92084	0	3	0	0	0	0	0	2	0	0	0	4	1	0	0
92086	1	2	0	0	3	0	0	0	0	0	5	0	4	0	0
92088	1	4	0	0	3	0	0	0	0	0	2	5	0	0	0
92089	3	0	0	4	0	0	0	0	0	1	2	0	0	0	0

ID	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15
92092	2	0	0	0	0	0	0	3	0	0	1	0	4	0	0
92093	0	0	0	0	0	1	0	0	0	0	0	2	4	3	0
92096	5	4	0	0	3	0	0	0	0	0	0	1	2	0	0
92097	0	3	4	3	0	0	0	5	0	0	0	1	2	0	0
92099	0	1	0	0	3	5	0	0	0	4	0	0	2	0	0
92100	4	0	1	0	5	0	2	0	0	0	3	0	0	0	0
92101	0	0	4	3	0	0	0	0	0	1	0	0	2	0	0
92102	3	1	2	0	0	0	4	0	0	0	0	0	5	0	0
92104	1	4	0	0	2	0	0	0	0	0	0	5	3	0	0
92105	1				4		3					2	5		
92107	1	3	0	0	4	0	5	0	0	0	0	2	0	0	0
92108	5	2	1	0	0	0	0	0	0	0	0	3	4	0	0
92109	3	4	1	0	0	0	5	0	0	0	0	2	0	0	0
92110	0	2	0	0	0	0	3	5	0	0	4	1	0	0	0
92111	0	2	0	0	0	0	0	0	0	4	3	1	0	0	0
92112	1	2	3	4	0	0	0	5	0	0	0	0	0	0	0
92113	3	4	0	0	0	0	0	5	0	0	2	1	0	0	0
92114	0	0	1	0	0	0	0	5	3	2	0	0	4	0	0
92115	1	0	0	5	0	0	0	0	0	2	3	4	0	0	0
92116	0	2	0	0	3	0	0	0	0	4	1	0	5	0	0
92117	0	0	0	2	3	0	0	0	0	0	0	1	4	0	0
92118	3	0	0	4	0	1	0	0	0	5	2	0	0	0	0
92119	1	0	0	0	2	0	4	5	0	0	0	0	3	0	0
92120	0	1	0	0	3	0	0	5	0	0	4	0	2	0	0
92121	0	1	0	2	0	0	3	5	0	0	0	4	0	0	0
92122	1	2	0	0	0	0	0	0	0	0	0	0	0	3	0
92123	4	0	3	0	0	0	0	0	5	2	0	1	0	0	0
92124	0	2	0	0	3	0	0	0	0	1	0	4	5	0	0
92125	2	0	0	3	0	4	0	5	0	1	0	0	0	0	0
92126	2	4	0	5	1	0	0	0	3	0	0	0	0	0	0

## APPENDIX A-3

## COMPARISON OF COMPETENCIES

**Table 2.1c - Response Method Comparison of Competencies:  
General Administration**

	No. of								Rev Wgt	
	Resp	Admin	Tech	<1 Yr	1-3 Yr	3-10Yr	>1 Yr	Male		Feml
Average ----->	34	14	20	2	12	13	7	28	4	200
Clearly articulates arguments orally	51	22	29	2	16	23	10	42	8	312
Interacts with persons inside organization	34	15	19	2	11	11	10	31	3	215
Interacts with persons outside organization	32	11	21	1	13	12	6	29	3	180
Delegates authority/responsibility	45	16	28	2	14	20	9	38	5	249
Teamwork/collaborative problem solving	60	23	37	2	23	26	9	50	7	398
Maintains discipline	11	4	7	1	4	4	2	9	2	54
Knows legal principles and regulations	22	8	14	2	6	8	6	19	2	137
Accountable to/interested in the organization	30	14	16	1	10	14	5	24	5	204
Exhibits political awareness	22	9	13	1	9	8	4	18	4	106
Shows sensitivity to others	23	10	13	1	9	7	6	21	2	123
Makes timely and correct decisions	46	20	25	2	17	18	9	38	6	308
Sets clear and attainable goals	51	18	32	2	18	18	13	42	7	322
Recognizes and uses the informal organization	12	6	6	1	4	2	5	11	1	52
Exercises discrete use of power/authority	31	11	19	2	10	11	8	26	3	198
Committed to the organization's goals	39	15	24	3	16	12	8	33	3	288
Clearly articulates arguments in writing	49	23	26	3	19	19	8	41	7	305
Committed to co-workers	11	5	6	0	3	5	3	8	3	62
Stays informed on organizational policy	22	9	12	1	5	10	6	19	1	148
Shows appreciation to workers	28	8	19	1	11	10	6	24	3	134
Keeps up-to-date on current knowledge	23	9	14	0	9	10	4	19	2	108
Requests and uses other's input	31	12	18	1	11	9	10	26	3	150
Identifies problems and seeks solutions	58	25	32	3	20	24	11	48	8	334
Motivates employees	42	18	23	1	14	15	12	35	6	220
Communicates with superiors/subordinates	63	28	34	4	20	27	12	52	7	345
Maintains liaison with elected officials	10	2	8	1	3	3	3	8	1	50

**Table 2.1e - Response Method Comparison of Competencies:  
Budget and Financial Management**

	No. of								Rev Wgt	
	Resp	Admin	Tech	<1 Yr	1-3 Yr	3-10Yr	>1 Yr	Male		Feml
Average ----->	27	11	16	1.2	10	10	6	23	4	121
Skilled in cost-benefit analysis	50	20	30	2	18	20	10	44	6	241
Knowledge of budget processes	0	0	0	0	0	0	0	0	0	0
Can prepare budgets	52	21	30	4	18	21	9	44	5	309
Skilled in budget analysis	57	23	33	2	18	24	13	48	7	331

Familiar with various budgeting approaches	24	9	14	2	11	4	7	21	7	96
Prepares financial condition evaluation	21	8	13	0	7	12	2	16	4	87
Proficient in cost-revenue analysis	14	3	8	0	3	6	5	11	3	64
Knowledge of taxation and tax codes/regs	10	3	7	0	3	5	2	9	1	37
Skilled in government financial accounting	48	22	25	4	20	14	10	43	4	256
Uses cash management	10	5	5	0	3	4	3	9	1	41
Competent in expenditure forecasting	53	22	30	4	17	24	8	44	8	222
Proficient with revenue forecasting	34	16	17	1	11	15	7	29	4	114
Skilled in capital investment analysis	12	8	4	1	5	2	4	10	2	45
Knowledge of personnel budgeting	31	10	21	2	11	12	6	23	6	108
Familiar with present value concepts	12	3	9	0	5	4	3	10	2	49
Carries out auditing procedures	15	6	9	0	9	3	3	14	1	57
Familiar with intergovernmental finance	36	15	21	2	15	10	9	30	5	148
Knowledgeable about user charges	20	8	12	1	5	11	3	15	3	76
Uses financial information systems	33	15	17	0	12	15	6	26	5	142
Carries out computerized financial models	22	11	11	0	7	9	6	18	3	67
Adept in cost accounting	14	4	10	0	7	3	4	10	2	55

**Table 2.1g - Response Method Comparison of Competencies:  
Personnel Management**

	No. of								Rev	
	Resp	Admin	Tech	<1 Yr	1-3 Yr	3-10Yr	>1 Yr	Male	Real	Wgt
Average ----->	40	16	23	1.8	14	15	9	33	5	193
Knowledge of E.E.O./A.A. programs	70	26	43	2	23	30	15	58	8	366
Skilled in recruiting, hiring, firing	69	30	38	3	27	26	13	58	8	459
Skilled in promotion, performance appraisal	74	29	44	3	26	30	15	62	8	467
Familiar with incentive systems	20	4	16	1	10	4	5	17	3	67
Engages in collective bargaining	22	10	12	3	7	5	7	19	3	69
Knowledge of position classification method	64	27	36	3	23	25	13	55	7	273
Facilitates personnel disputes/relations	67	26	40	3	24	25	15	57	7	344
Arbitrates rule/policy infractions	20	8	12	1	7	8	4	17	3	61
Knowledgeable in civil service reform	6	3	3	0	2	1	3	4	2	25
Knowledge of employee benefits programs	36	17	18	1	14	13	8	29	5	125
Skilled in employee grievance procedures	59	23	35	4	20	24	11	48	8	261
Coordinates personnel testing, assessment	11	3	8	1	6	2	2	9	3	52
Coordinates training, personal development	41	20	21	2	13	17	9	35	5	168
Skillful in personnel/civil service law	18	7	11	0	6	7	5	14	3	70
Responsible for employee orientation	19	6	13	0	8	8	3	16	2	81

**Table 2.1i - Response Method Comparison of Competencies:  
Problem Solving/Decision Making**

	No. of								Rev	
	Resp	Admin	Tech	<1 Yr	1-3 Yr	3-10Yr	>1 Yr	Male	Feml	Wgt
Average ----->	38	16	22	1.8	13	15	15	32	5	97
Identifies problems in proper context	61	23	37	2	20	24	9	55	4	216
Identifies relationships accurately	29	14	14	0	9	11	8	24	4	69
Carries out effective problem solving	53	20	33	3	17	25	9	43	8	128
Thorough in analysis procedures	48	21	27	3	16	20	5	40	6	131
Understands complex situations	27	10	17	1	14	7	5	23	3	74
Extracts key information	16	5	10	2	6	5	3	14	1	36
Uses appropriate technology	5	1	4	0	2	2	1	3	1	12
Communicates results clearly and concisely	55	27	27	3	19	21	12	43	9	121
Makes decisions based upon findings	49	21	28	2	16	19	12	42	5	84

**Table 2.1k - Response Method Comparison of Competencies:  
Computer Literacy/Statistics**

	No. of								Rev	
	Resp	Admin	Tech	<1 Yr	1-3 Yr	3-10Yr	>1 Yr	Male	Feml	Wgt
Average ----->	31	13	18	1.4	11	12	7	26	4	79
Needs no familiarity with computers	7	2	5	0	3	2	2	6	1	17
Familiarity with computers and usages	63	26	34	4	22	25	12	51	9	223
Proficient with word processing software	71	31	39	3	22	30	16	59	8	215
Proficient with spreadsheet software	69	31	37	3	21	30	15	57	8	168
Proficient with database/complex software	50	22	28	3	16	22	9	42	5	97
Programming proficiency	8	3	5	0	3	3	2	7	1	11
Install/repair hardware/systems	4	2	2	0	2	1	1	3	1	4
Calculates common statistical analysis	25	6	19	1	12	7	5	22	3	48
Calculates bivariate/multivariate analysis	4	2	2	0	3	0	1	3	1	4
Calculates complex statistics	7	3	4	0	3	2	2	6	1	7

**Table 2.1m - Response Method Comparison of Competencies:  
Policy Formulation**

	No. of								Rev	
	Resp	Admin	Tech	<1 Yr	1-3 Yr	3-10Yr	>1 Yr	Male	Feml	Wgt
Average ----->	38	15	22	1.6	13	15	3	32	5	100
Maintains liaison with policy makers	37	12	24	2	10	16	9	29	6	77
Familiar with organizational liabilities	55	27	28	2	16	24	13	46	7	166
Familiar with division legal liabilities	46	19	26	2	15	17	12	38	7	134
Skilled in public forum facilitation	52	24	28	3	19	20	10	43	8	147
Maintains close liaison with media	6	1	5	0	3	2	1	5	1	15
Exercises clientele advocacy	13	7	6	0	6	4	3	11	2	32
Maintains private/public sector relations	45	17	28	2	16	20	7	40	5	108
Insures public accessibility to organization	47	14	33	2	17	18	10	42	2	119

**Table 2.1o - Response Method Comparison of Competencies:  
Qualities & Values**

	No. of								Rev	
	Resp	Admin	Tech	<1 Yr	1-3 Yr	3-10Yr	>1 Yr	Male	Feml	Wgt
Average ----->	29	12	17	1.1	10	11	6	34	4	90
Exhibits initiative	51	22	29	3	17	22	9	44	5	188
Is adaptable to changing situations	50	22	28	2	16	19	13	43	7	162
Is sincere	22	6	16	0	9	10	3	18	2	86
Maintains flexibility	22	8	13	3	7	5	7	20	1	60
Demonstrates creativity/innovation	40	18	22	1	11	20	8	34	5	123
Is always prepared	14	5	9	2	5	4	3	11	3	48
Has courage of his/her convictions	24	7	17	0	11	9	4	20	3	65
Displays a sense of humor	35	17	17	0	9	17	9	26	6	81
Shows loyalty to one's profession	6	1	5	0	3	2	1	3	1	22
Shows loyalty to one's organization	25	13	12	1	10	9	5	19	4	80
Is conscientious	27	10	16	2	11	9	5	23	3	86
Displays candor and honesty	45	18	26	2	15	16	12	37	6	163
Is willing to listen to others' ideas	54	22	31	0	17	25	12	45	6	159
Has a high degree of intuition	7	4	3	1	3	0	3	7	0	17
Is tenacious	6	1	5	0	5	0	1	5	1	17

**APPENDIX B**  
**STUDENT SURVEY**

**APPENDIX B-1**  
**STUDENT SURVEY INSTRUMENT**

THE MPA EXPERIENCE:  
THE STUDENT'S PERSPECTIVE

---

---

**SECTION A: EMPLOYMENT HISTORY**

We would like to begin by asking you, as a student enrolled in the University of Montana's MPA program, to reflect upon your current work experience (if any).

1. Are you currently employed?

- No (*Please proceed to Section 'B'*)
- Yes

2. How would you describe your current job situation?

- Employed full-time (35-40 hours per week)
- Employed 20 to 35 hours per week
- Employed fewer than 20 hours per week
- Employed as a teaching or research assistant

3. What is your current job title?

4. Which one of the following best describes the type of organization by which you are currently employed?

- U.S. federal government agency/Congress
- State government agency/State legislature
- County government
- City government
- Judiciary
- Military service
- College or university
- Non-profit agency/"Third Sector" organization
- Public interest group
- Law firm
- Foundation
- Private industry - non-consulting
- Consulting - primarily government/non-profit clients
- Consulting - private sector clients
- Other: (please specify):

**SECTION B: UNDERGRADUATE EXPERIENCE:**

Now we would like to ask a little about your undergraduate college experience and your reasons for entering the MPA program.

5. What year did you receive your undergraduate degree?

[ \_\_\_\_\_ ] Year

6. In what field of study was your undergraduate degree? Check all that apply.

- [ ] Political Science (*Please proceed to #7*)
- [ ] Business Administration
- [ ] Accounting
- [ ] Economics
- [ ] Philosophy
- [ ] History
- [ ] Education
- [ ] English
- [ ] Other (please specify)

6a. If your undergraduate field of study was not political science, please respond to the next question using the following scale:

(5 = Strongly agree, 4 = Agree, 3 = Somewhat agree, 2 = Disagree, 1 = Strongly disagree)

[5] [4] [3] [2] [1] I feel at a disadvantage relevant to political theory and concepts in the MPA program.

7. What do you hope to accomplish by working toward an advance degree? Check all that apply.

- [ ] Improve my educational background
- [ ] Improve my marketability, generally
- [ ] Make myself more competitive in the job market
- [ ] Pursue another advance/terminal degree
- [ ] Improve chances for advancement
- [ ] \_\_\_\_\_

9. Why did you choose public administration as your field of study for a masters degree? Check all that apply.

- [ ] Career in the public/non-profit sector
- [ ] Improve my chances for promotion
- [ ] Upgrade my public administration skills
- [ ] Choice of course offerings
- [ ] Teach in the public administration field
- [ ] Prestige

10. When did you begin the MPA program?

[ \_\_\_\_\_ ] Year/Month

11. When do you expect to finish the program?

[ \_\_\_\_\_ ] Year/Month

12. Please respond to the next group of questions about university facilities pertinent to the MPA program using the following scale.

(5 = Excellent, 4 = Good, 3 = Satisfactory, 2 = Poor, 1 = Did not know it exists)

- [5] [4] [3] [2] [1] Mansfield Library facilities
- [5] [4] [3] [2] [1] Political Science Department library facilities
- [5] [4] [3] [2] [1] Poly Science/Economics joint computer facilities
- [5] [4] [3] [2] [1] Room 344 conference/study room facilities
- [5] [4] [3] [2] [1] \_\_\_\_\_

13. Which parts of your studies in the program do you think will be most important to your career as a whole?

[ \_\_\_\_\_ ]

14. Which parts of your studies in the program do you think will be least important to your career as a whole?

[ \_\_\_\_\_ ]

15. What non-curricular aspects of your experience in the program will affect your later career? Please use the following scale.

(5 = A great deal, 4 = Quite a bit, 3 = some, 2 = Very little, 1 = None)

- [5] [4] [3] [2] [1] The MPA Club
- [5] [4] [3] [2] [1] Joining/working with ASPA
- [5] [4] [3] [2] [1] Student government
- [5] [4] [3] [2] [1] Department Evaluation Committee
- [5] [4] [3] [2] [1] Sports Activities
- [5] [4] [3] [2] [1] \_\_\_\_\_

16. What curricular or non-curricular revisions of the program might make your MPA experience more important for your later career?

[ \_\_\_\_\_ ]

**SECTION C: PROGRAM ADMINISTRATION**

Please respond to the following questions about program administration where appropriate using the following scale.

(5 = Strongly agree, 4 = Agree, 3 = Somewhat agree, 2 = Disagree, 1 = Strongly disagree)

**17. ABOUT CLASS SCHEDULING:**

- [5] [4] [3] [2] [1] MPA classes are scheduled at times convenient for me  
 [5] [4] [3] [2] [1] Courses are scheduled with adequate frequency  
 [5] [4] [3] [2] [1] There is sufficient flexibility in scheduling to  
 allow me to take courses suitable to my career interests  
 [5] [4] [3] [2] [1] I have an opportunity to participate in  
 determining course content and requirements  
 [5] [4] [3] [2] [1] \_\_\_\_\_

**18. ABOUT FINANCIAL AID:**

Did you seek or receive financial aid during the time you were in the MPA Program?

- [ ] No (Please proceed to question #36)  
 [ ] Yes

- [5] [4] [3] [2] [1] Information on financial assistance was made  
 available to me  
 [5] [4] [3] [2] [1] Assistantships and fellowships are awarded on the  
 basis of merit  
 [5] [4] [3] [2] [1] The MPA Program did the best job possible to  
 secure financial assistance for me  
 [5] [4] [3] [2] [1] \_\_\_\_\_

**SECTION D: FOR WOMEN ONLY**

19. The following six questions should be completed by women MPA graduates only using the following scale.

(5 = Strongly agree, 4 = Agree, 3 = Somewhat agree, 2 = Disagree, 1 = Strongly disagree)

- [5] [4] [3] [2] [1] I have adequate contact with women faculty  
 [5] [4] [3] [2] [1] I have adequate contact with women public sector  
 practitioners  
 [5] [4] [3] [2] [1] The MPA program is responsive to the needs of  
 women students  
 [5] [4] [3] [2] [1] Women are treated fairly in the MPA program  
 [5] [4] [3] [2] [1] I experience no sexual harassment as a student  
 [5] [4] [3] [2] [1] Sexual harassment is not tolerated in this MPA  
 program  
 [5] [4] [3] [2] [1] \_\_\_\_\_

**SECTION E: FOR MINORITIES ONLY**

20. The following six questions should be completed by minority graduates only using the following scale.

(5 = Strongly agree, 4 = Agree, 3 = Somewhat agree, 2 = Disagree, 1 = Strongly disagree)

- |     |     |     |     |     |   |
|-----|-----|-----|-----|-----|---|
| [5] | [4] | [3] | [2] | [1] | I have adequate contact with minority faculty                     |
| [5] | [4] | [3] | [2] | [1] | I have adequate contact with minority public sector practitioners |
| [5] | [4] | [3] | [2] | [1] | The MPA program is responsive to the needs of minority students   |
| [5] | [4] | [3] | [2] | [1] | Minorities are treated fairly in the MPA program                  |
| [5] | [4] | [3] | [2] | [1] | I experience no racial prejudice as a student                     |
| [5] | [4] | [3] | [2] | [1] | Racism is not tolerated in this MPA program                       |
- 

**SECTION F: EVALUATION OF THE DEPARTMENT FACULTY**

21. We would also like to know something about your impressions of the department faculty as a group. Please rate the faculty as a whole on each of the following dimensions.

(5 = Outstanding, 4 = Good, 3 = Average, 2 = Below average, 1 = Inadequate)

- |     |     |     |     |     |  |
|-----|-----|-----|-----|-----|--|
| [5] | [4] | [3] | [2] | [1] | Exposure to a variety of points of view            |
| [5] | [4] | [3] | [2] | [1] | Preparation of my professors for class             |
| [5] | [4] | [3] | [2] | [1] | Knowledge of their respective subjects             |
| [5] | [4] | [3] | [2] | [1] | Ability to communicate clearly in class            |
| [5] | [4] | [3] | [2] | [1] | Accessibility of the faculty outside the classroom |
| [5] | [4] | [3] | [2] | [1] | Opportunity to interact socially with the faculty  |
| [5] | [4] | [3] | [2] | [1] | Assistance of the faculty in gaining employment    |
| [5] | [4] | [3] | [2] | [1] | Effective use of practitioners in the classroom    |
| [5] | [4] | [3] | [2] | [1] | The quality of academic advising                   |
| [5] | [4] | [3] | [2] | [1] | The quality of career advising                     |
| [5] | [4] | [3] | [2] | [1] | The fairness of grading systems used               |
| [5] | [4] | [3] | [2] | [1] | Professional demeanor of faculty members           |
| [5] | [4] | [3] | [2] | [1] | Making students' priorities faculty priorities     |
- 

**SECTION G: EVALUATION OF MPA INTERNSHIP**

22. Did you serve an internship while in the MPA Program?

- [ ] No (Please proceed to Section 'H')
- [ ] Yes

23. Please respond to the following questions about your internship experience.

- [5] [4] [3] [2] [1] Related classroom theory to real-world practice
- [5] [4] [3] [2] [1] Exposed me to real-world practice
- [5] [4] [3] [2] [1] Helped me decide upon a career
- [5] [4] [3] [2] [1] Aided me in getting a job
- [5] [4] [3] [2] [1] I was given good direction and support by the agency
- [5] [4] [3] [2] [1] I was given good direction and support by the MPA program
- [5] [4] [3] [2] [1] I was left with a new awareness of the obligations of a professional in the field and to the public
- [5] [4] [3] [2] [1] I received experience which I found valuable later in my career

**SECTION H: OVERALL IMPRESSION OF THE MPA PROGRAM**

Please check the most appropriate response to the following set of questions.

24. Your overall level of satisfaction with the education you are receiving.

- [5] Very satisfied
- [4] Satisfied
- [3] Neither satisfied nor dissatisfied
- [2] Dissatisfied
- [1] Very dissatisfied

25. Would you recommend the MPA program to a friend or relative?

- [5] Yes, definitely
- [4] Yes, among other possibilities
- [3] Perhaps
- [2] No, probably not
- [1] No, Definitely not

26. How important do you feel that your MPA training will be in preparing you for your subsequent career?

- [5] Extremely important
- [4] Very important
- [3] Somewhat important
- [2] Not too important
- [1] Not at all important

**SECTION I: A LITTLE MORE ABOUT YOU**

Now please tell us some information about you and your status in the MPA program.

27. In what year were you born?

[ \_\_\_\_\_ ] Year

28. What is your gender?

- Male
- Female

29. What is your race or ethnic background?

- Asian-American
- African-American
- Hispanic
- White/Caucasian
- Other: \_\_\_\_\_

30. Now please take a few extra moments and give us a little more perspective into your thoughts about the MPA program, its courses, faculty, facilities, and/or this questionnaire.

---

---

---

---

---

---

---

---

---

---

**THANK YOU FOR YOUR TIME AND EFFORT**

**APPENDIX B-2**  
**STUDENT SURVEY RESULTS: RAW DATA**

APPENDIX B-2  
STUDENT SURVEY RESULTS: RAW DATA (Codes)

Question #1:	1 = No	2 = Yes
Question #2:	1 = Full Time 3 = < 20 Hours	2 = 20-35 Hours/Wk 4 = Assistant
Question #4:	1 = Federal 3 = County 5 = Judiciary 7 = College 9 = Law Firm 11 = Industry 13 - Consulting (Pvt)	2 = State 4 = City 6 = Military 8 = Non-Profit 10 = Foundation 12 - Consulting (govt) 14 = Other
Question #6:	1 = Pol. Science 3 = Accounting 5 = Philosophy 7 = Education	2 = Bus Admin 4 = Economics 6 = History 8 = English
Question #7:	7a thru 7e	
Question #9:	9a thru 9f	
Question #12:	12a thru 12d	
Question #15:	15a thru 15e	
Question #17:	17a thru 17d	
Question #18:	1 = No          2 = Yes 18a thru 18c	
Question #19:	19a thru 19f	
Question #20:	20a thru 20f	
Question #21:	21a thru 21m	
Question #22:	1 = No          2 = Yes	
Question #23:	23a thru 23h	



ID	18	18a	18b	18c	19a	19b	19c	19d	19e	19f	20a	20b	20c	20d	20e	20f	21a	21b	21c	21d	21e	21f	21g	21h	21i	21j	21k	21l	21m	22	23a
92175	1																2	4	5	5	4	3	1	1	2	1	3	5	2	1	
92177	1																3	4	4	4	3	4	3	3	3	2	3	4	3	1	
92178	1																2	3	3	3	4	4	1	2	3	2	3	3	4	1	
92179	1																3	4	4	4	4	4	3	3	3	3	3	4	3	1	
92183	2	3	1		2	4	4	4	5	5						5	4	4	4	4	3	5	4	4	3	3	4	3	2	4	
92184	2	2	3	1	1	3	3	4	5	5						2	4	4	5	4	5	4	4	3	3	3	3	3	1		
92185	1																4	4	4	4	4	3	3	4	3	3	4	4	4	1	
92186	2	4	1		1	5	3	4	4	4						3	3	3	3	4	2	2	1	1	1	1	3	3	2	1	
92187	2	5	3	5	1	1	3	4	5	5						3	4	4	4	3	3	4	4	4	3	4	4	4	1		
92189	1				2	2	3	3	4	3						2	4	4	3	3	3	3	3	1	2	3	2	2	1		
92190	1				1	1	1	1	3	3						2	3	4	2	2	1		2	4		1	2	2	1		
92192	1																2	3	3	3	2	2	1	3		4	3	1	1		
92193	1																2	4	4	4	4	3	1	2	3	2	3	4	3	1	
92194	1																3	3	4	3	4	4	1	1	1	1	4	3	2	1	
92195	1				2	2	3	4	4								4	4	4	4	4	4	4	2	3	4	3	4	1	1	

ID	Internship (cont'd)						Overall			Personal				
	23b	23c	23d	23e	23f	23g	24	25	26	RMST	MC	LOCAGE		
92135							4	4	3	52	1	4	1	40
92136							3	2	3	58	2	4	2	34
92137							4	4	3	65	2	4	1	27
92140							5	5	5	50	2	4	1	42
92142							4	4	4	64	1	4	1	28
92143							5	4	5	46	1	4	1	46
92144							4	4	4	49	1	4	2	43
92145	5	3	1	3	3	3	3	3	3	63	1	4	1	29
92146							5	5	5	60	1	4	1	32
92148	5	4	5	3	4	4	4	5	5	54	2	4	1	38
92149							4	3	3	54	1	4	2	38
92151							4	4	4	66	1	4	1	26
92153							2	3	4	49	1	4	1	43
92154							4	4	3	89	2	4	1	23
92155							4	4	4	48	1	4	2	44
92156							4	5	4	40	1	4	1	52
92157	5	3		1	1	3	3	4	3	48	2	4	1	44
92158							5	5	4	68	1	4	1	24
92159							4	5	3	55	2	5	1	37
92160							4	4	2	57	1	4	2	35
92161	3	3	4	1	2		4	3	3	67	1	4	1	25
92162							4	4	3	52	1	4	2	40
92163							5	5	5	49	2	5	1	43
92165							4	5	5	63	2	4	1	29
92167							4	4	4	47	1	4	2	45
92168	4		1	1	1	2	3	2	3	68	2	4	1	24
92170							4	4	3	53	2	4	2	39
92171							4	5	5	51	2	4	1	41
92172							5	5	5	65	1	4	1	27
92174							4	4	4	69	2	4	1	23
92175							4	2	1	41	1	4	1	51
92177							4	5	3	54	1	4	1	38
92178							3	4	3	53	1	4	1	39
92179							4	3	1	47	2	4	1	45
92183	5	3		3	5	3	4	4	2	47	2	4	1	45
92184							4	5	5	67	2	4	1	25
92185							4	4	4	59	1	4	1	33
92186							3	3	3	47	2	4	1	45
92187							5	5	4	51	2	4	1	41
92189							3	4	3	61	2	4	1	31
92190							3	4	5	46	2	4	2	46
92192							4	3	4	43	1	4	2	49
92193							5	5	4	45	1	4	1	47
92194							4	4	3	38	1	4	1	54
92195							4	5	3	51	2	4	1	41

**APPENDIX C**  
**GRADUATE SURVEY**

**APPENDIX C-1**  
**GRADUATE SURVEY INSTRUMENT**

THE MPA EXPERIENCE:  
THE GRADUATE'S PERSPECTIVE

---

---

**SECTION A: EMPLOYMENT HISTORY**

We would like to begin by asking you, as a graduate of the University of Montana's MPA program, to reflect upon your career, both prior to and after receiving your MPA degree.

**QUESTIONS 1-7 PERTAIN TO YOUR CURRENT JOB SITUATION**

1. How would you describe your current job situation?

- Employed full-time
- Employed full-time, but seeking a new position
- Employed part-time by choice
- Unemployed, but not seeking employment
- Employed part-time, but seeking full-time employment
- Unemployed, but seeking employment

2. What is your current job title?

3. Where does your current job fit in your organization's hierarchy?

- Non-supervising professional
- First-line supervisor/administrator
- Mid-level administrator (Bureau chief, Division director, etc)
- Upper-level administrator (Deputy Commissioner/Director, VP)
- Director/Commissioner/CEO
- Other (please specify):

4. How long have you occupied your current position?

[ \_\_\_\_\_ ] Years/months

5. Which of the following characteristics describes your current job responsibilities? Check all that apply.

- I.
- have supervisory responsibility
- develop programs
- implement programs
- evaluate programs
- prepare or administer a budget
- do research
- do teaching

- manage programs
- manage an agency or work unit
- am a policy specialist/advocate
- do contract management
- am a budget/policy/program/management analyst
- do direct service provision
- engage in personnel/human resources management
- do lobbying or legislative work
- do this other thing: \_\_\_\_\_

6. Which one of the following best describes the type of organization by which you are currently employed?

- U.S. federal government agency/Congress
- State government agency/State legislature
- County government
- City government
- Other local jurisdiction
- Regional government
- International organization
- Judiciary
- Military service
- College or university
- Non-profit agency/"Third Sector" organization
- Public interest group
- Law firm
- Foundation
- Private industry - non-consulting
- Consulting
- Other: \_\_\_\_\_

7. What is your current annual salary?

- Less than \$25,000
- \$25,000 to \$35,000
- \$35,000 to \$45,000
- \$45,000 to \$55,000
- \$55,000 to \$65,000
- \$65,000 to \$75,000
- More than \$75,000

**QUESTIONS 8-11 PERTAIN TO YOUR OVERALL CAREER**

8. Please check the item that best represents your first job following receipt of your MPA education.

- I did not change jobs/Not applicable
- My new job was**
- my first professional-level job
- a "big break" or a large step in my career
- a major shift to a new type of organization
- a major shift to a new policy area
- a natural progression from my previous work or other position
- a temporary detour from an otherwise smooth career path

- a move made to accommodate family demands  
 a step backwards from my previous job  
 other \_\_\_\_\_

9. Please specify how important your MPA degree was in obtaining this position.

- [5] Extremely important  
 [4] Very important  
 [3] Somewhat important  
 [2] Not too important  
 [1] Not at all important

10. How satisfied are you with the following aspects of your career?

(5 = Very satisfied, 4 = Satisfied, 3 = Neutral, 2 = Dissatisfied, 1 = Very dissatisfied)

- [5]  [4]  [3]  [2]  [1] Overall direction of my career  
 [5]  [4]  [3]  [2]  [1] Level of responsibility I have attained  
 [5]  [4]  [3]  [2]  [1] My earnings level  
 [5]  [4]  [3]  [2]  [1] The substantive content of my work  
 [5]  [4]  [3]  [2]  [1] The impact of my work in the field  
 [5]  [4]  [3]  [2]  [1] The prestige associated with my profession  
 [5]  [4]  [3]  [2]  [1] Other aspect: \_\_\_\_\_

11. Considering your career since you received your MPA degree, how important do you consider each of the following to your success?

(5 = Extremely important, 4 = Very important, 3 = Somewhat important, 2 = Not too important, 1 = Not at all important)

- [5]  [4]  [3]  [2]  [1] MPA education  
 [5]  [4]  [3]  [2]  [1] Other advance degrees  
 [5]  [4]  [3]  [2]  [1] Undergraduate education  
 [5]  [4]  [3]  [2]  [1] Network and personal contacts  
 [5]  [4]  [3]  [2]  [1] Hard work  
 [5]  [4]  [3]  [2]  [1] Personal competence  
 [5]  [4]  [3]  [2]  [1] Opportunity/luck  
 [5]  [4]  [3]  [2]  [1] Other process: \_\_\_\_\_

#### SECTION B: ASSESSMENT OF CURRICULAR AREAS

12. In what year did you graduate from the MPA program?

{ \_\_\_\_\_ } Year

13. What was your undergraduate major?

14. What was your student status while you were in the MPA Program?

Full-time                       Part-time

15. Which one of the following best describes your employment status while you were in the MPA Program?

- Employed full-time (35-40 hours per week)
- Employed 20 to 35 hours per week
- Employed fewer than 20 hours per week
- Employed only as a teaching or research assistant
- Not employed

16. Since completing your MPA degree, have you felt the need for further training or education in connection with your career development?

- Yes
- No (*Please proceed to question #31*)

17. In what areas?

18. What other graduate degrees, if any, do you hold?

- [ \_\_\_\_\_ ] Degree
- [ \_\_\_\_\_ ] Date

### SECTION C: KNOWLEDGE AND SKILLS IN CURRENT AND FUTURE JOBS

In this section we ask you about the importance of specific administrative knowledge and skill areas in your current job, and the extent to which you expect these competencies to be important in the future. In addition, we ask you about the type of job change you expect to experience in the next 3 to 5 years.

19. To what extent do you expect your job tasks and responsibilities 3 to 5 years from now to be similar to or different from your current job responsibilities?

- 95-100% the same (virtually the same)
- 75-95% the same
- 50-75% the same
- 25-50% the same
- 5-25% the same
- 0-5% the same (completely different)

20. Please describe briefly the ways in which you expect your job tasks and responsibilities 3 to 5 years from now to be similar to or different from your current job tasks and responsibilities.

---



---

**ABOUT ADMINISTRATIVE COMPETENCIES:**

In this question we ask about the content of your MPA program and the importance of each of the following areas of administrative knowledge and skill areas to your career.

21. How much did you gain  
in each of these area  
from your MPA experience?

22. How important have you found  
each of these competencies  
to be in your career?

Please respond both ways  
←----- to each item ----->

= Extremely important

1 = Not important at all

[5] [4] [3] [2] [1]	Clearly articulating position orally	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	Delegating authority/responsibility	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	Encouraging teamwork/collaborative problem solving	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	Making timely and correct decisions	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	Setting clear and attainable goals	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	Commitment to the organization's goals	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	Clearly articulating one's arguments in writing	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	Identifying problems and seeking solutions	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	Motivating employees	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	Communicating with superiors and subordinates	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	Cost-benefit/cost-effectiveness analysis	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	Budget preparation	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	Skilled in budget analysis	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	Governmental financial accounting and reporting	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	Competent in expenditure forecasting	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	Competent in revenue forecasting	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	Knowledge of personnel budgeting	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	Familiarity with intergovernmental finance	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	Uses financial information systems	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	Knowledge of equal employment/affirmative action programs	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	Recruitment, interviewing, hiring, firing	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	Promotion, performance appraisal, evaluation	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	Knowledge of position classification methods	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	Skilled in personnel relations	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	Facilitating employee disputes/grievance procedures	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	Coordinating training, personal development	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	Identifying problems in their proper context	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	Effective problem solving tactics	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	Thorough in analysis/investigation methods	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	Communicating results clearly and concisely	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	Making recommendations/decisions based upon findings	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	General familiarity with computers	[5] [4] [3] [2] [1]

5

[5] [4] [3] [2] [1]	Proficiency with word processing software	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	Proficiency with spreadsheet software	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	Proficiency with database/complex software	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	Computing common statistical analysis	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	Familiarity with organizational legal constraints and principles	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	Skills in public forum/meeting development/facilitation	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	Maintaining private/public sector relationships	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	Insuring public accessibility to the agency	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	Exhibiting initiative	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	Adaptable to changing situations	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	Demonstrating creativity and innovation	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	Displaying a sense of humor	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	Displaying candor, honesty and integrity	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	Willingness to listen to others' ideas	[5] [4] [3] [2] [1]

#### SECTION D: PROGRAM ADMINISTRATION

Please respond to the following questions about program administration where appropriate using the following scale.

(5 = Strongly agree, 4 = Agree, 3 = Somewhat agree, 2 = Disagree, 1 = Strongly disagree)

#### 23. ABOUT FINANCIAL AID:

Did you seek or receive financial aid during the time you were in the MPA Program?

No (*Please proceed to question #24*)

Yes

[5] [4] [3] [2] [1]	Information on financial assistance was made available to me
[5] [4] [3] [2] [1]	Assistantships and fellowships were awarded on the basis of merit
[5] [4] [3] [2] [1]	The MPA Program did the best job possible to secure financial assistance for me

#### 24. ABOUT DEPARTMENT FACULTY

We would also like to know something about your impressions of the department faculty as a group. Please rate the faculty as a whole on each of the following dimensions.

[5] [4] [3] [2] [1]	The faculty exposed me to a variety of points of view
[5] [4] [3] [2] [1]	My professors were well prepared for class
[5] [4] [3] [2] [1]	They showed comprehensive knowledge of their respective subjects
[5] [4] [3] [2] [1]	They had the ability to communicate clearly in class
[5] [4] [3] [2] [1]	The faculty were accessible outside the classroom
[5] [4] [3] [2] [1]	I had opportunity to interact socially with the faculty

- [5] [4] [3] [2] [1] The faculty assisted me in gaining employment  
 [5] [4] [3] [2] [1] They made effective use of practitioners in the classroom  
 [5] [4] [3] [2] [1] The quality of academic advising was adequate  
 [5] [4] [3] [2] [1] The quality of career advising was appropriate  
 [5] [4] [3] [2] [1] Grading systems used were fair  
 [5] [4] [3] [2] [1] Faculty members displayed professional demeanor  
 [5] [4] [3] [2] [1] Faculty made students' priorities their priorities

## 25. ABOUT MPA INTERNSHIP

Did you serve an internship in the MPA Program?

- [ ] No (*Please proceed to question #27*)  
 [ ] Yes

26. Please respond to the following questions about your internship experience.

- [5] [4] [3] [2] [1] It related classroom theory to real-world practice  
 [5] [4] [3] [2] [1] It exposed me to real-world practice  
 [5] [4] [3] [2] [1] It helped me decide upon a career  
 [5] [4] [3] [2] [1] It aided me in getting a job  
 [5] [4] [3] [2] [1] I was given good direction and support by the agency  
 [5] [4] [3] [2] [1] I was given good direction and support by the MPA program  
 [5] [4] [3] [2] [1] I was left with a new awareness of the obligations of a professional in the field and to the public  
 [5] [4] [3] [2] [1] I received experience which I found valuable later in my career

## 27. ABOUT SUPPORT FACILITIES:

Please rate the adequacy of support facilities for the MPA program.

- [5] [4] [3] [2] [1] Library facilities were adequate  
 [5] [4] [3] [2] [1] Computer facilities were available  
 [5] [4] [3] [2] [1] Classrooms were appropriate  
 [5] [4] [3] [2] [1] Meeting spaces were available

## SECTION E: FOR WOMEN ONLY

28. The following six questions should be completed by women MPA graduates only using the following scale.

(5 = Strongly agree, 4 = Agree, 3 = Somewhat agree, 2 = Disagree, 1 = Strongly disagree)

- [5] [4] [3] [2] [1] I had adequate contact with women faculty  
 [5] [4] [3] [2] [1] I had adequate contact with women public sector practitioners  
 [5] [4] [3] [2] [1] The MPA program was responsive to the needs of women students  
 [5] [4] [3] [2] [1] Women were treated fairly in the MPA program

- [5] [4] [3] [2] [1] I experienced no sexual harassment as a student  
 [5] [4] [3] [2] [1] Sexual harassment was not tolerated in this MPA program

**SECTION F: FOR MINORITIES ONLY**

29. The following six questions should be completed by minority graduates only using the following scale.

(5 = Strongly agree, 4 = Agree, 3 = Somewhat agree, 2 = Disagree, 1 = Strongly disagree)

- [5] [4] [3] [2] [1] I had adequate contact with minority faculty  
 [5] [4] [3] [2] [1] I had adequate contact with minority public sector practitioners  
 [5] [4] [3] [2] [1] The MPA program was responsive to the needs of minority students  
 [5] [4] [3] [2] [1] Minorities were treated fairly in the MPA program  
 [5] [4] [3] [2] [1] I experienced no racial prejudice as a student  
 [5] [4] [3] [2] [1] Racism was not tolerated in this MPA program

**SECTION G: OVERALL IMPRESSION OF THE MPA PROGRAM**

Please check the most appropriate response to the following set of questions.

30. How would you rate your overall level of satisfaction with the education you received in the MPA program?

- [5] Very satisfied  
 [4] Satisfied  
 [3] Neither satisfied nor dissatisfied  
 [2] Dissatisfied  
 [1] Very dissatisfied

31. Would you recommend the MPA program to a friend or relative as a good way of securing a career in the public sector or related areas?

- [5] Yes, definitely  
 [4] Yes, among other possibilities  
 [3] Perhaps  
 [2] No, probably not  
 [1] No, Definitely not

32. How important do you feel that your MPA training was in preparing you for your subsequent career?

- [5] Extremely important  
 [4] Very important  
 [3] Somewhat important  
 [2] Not too important  
 [1] Not at all important

**SECTION F: A LITTLE MORE ABOUT YOU**

Now please tell us some information about you.

33. In what year were you born?

[ \_\_\_\_\_ ] Year

34. What is your gender?

[ ] Male

[ ] Female

35. What is your race or ethnic background?

[ ] Asian-American

[ ] African-American

[ ] Hispanic

[ ] White/Caucasian

[ ] Other: \_\_\_\_\_

36. Now please take a few extra moments and give us a little more perspective into your thoughts about the MPA program, its courses, faculty, facilities, and/or this questionnaire.

---



---



---



---



---



---



---



---



---



---

**THANK YOU FOR YOUR TIME AND EFFORT**

**APPENDIX C-2**  
**GRADUATE SURVEY RESULTS: RAW DATA**

**APPENDIX C-2**  
**GRADUATE SURVEY RESULTS: RAW DATA (Codes)**

Question #1:           1 = Employed full time   2 = Full time - Seeking  
                   (Job1)           3 = Part time           4 = Unemployed - Not seeking  
                                   5 = Part time - Seeking   6 = Unemployed - Seeking

Question #3:           1 = Non-supv                   2 = First line supv  
                   (Job3)           3 = Mid-level Admin           4 = Upper level admin  
                                   5 = Director                   6 = Other

Question #4:           Job4

Question #5:           Job5a thru Job5o

Question #6:           1 = Federal                   2 = State  
                   (Org6)           3 = County                   4 = City  
                                   5 = Other local               6 = Regional govt  
                                   7 = International           8 = Judiciary

                          9 = Military                   10 = College

                          11 = Non-Profit               12 = Public Interest  
                           13 = Law Firm                14 = Foundation  
                           15 = Industry                16 = Consulting  
                           17 = Other

Question #7:           1 = < \$25,000               2 = \$25,000-\$35,000  
                   (Sal7)           3 = \$35,000-\$45,000       4 = \$45,000-\$55,000  
                                   5 = \$55,000-\$65,000       6 = \$65,000-\$75,000  
                                   7 = > \$75,000

Question #8:           1 = Did not change jobs   2 = First prof. job  
                   (FrsJob8)       3 = Big Break               4 = Major org. shift  
                                   5 = Major policy shift   6 = Natural progression  
                                   7 = Temporary detour   8 = Accommodate family  
                                   9 = Step backward       10 = Other

Question #9:           FrsJob9

Question #10:          Sat10a thru Sat10f

Question #11:          Suc11a thru Suc11g

Question #12:          Year12

Question #14:          1 = Full time               2 = Part time  
                   (Stat14)

Question #15:          1 = Full Time               2 = 20-35 Hours/Wk  
                   (Stat15)       3 = < 20 Hours           4 = Assistant

## GRADUATE SURVEY RESULTS: RAW DATA (Codes cont'd)

Question #16: 1 = No 2 = Yes  
(Educ16)

Question #18b: Educ18b

Question #19: Task19

Question #21: Mpa21a thru Mpa21at

Question #22: Car22a thru Car22at

Question #23: Aid23a thru Aid23h

Question #24: Fac24a thru Fac24m

Question #25 & 26: Int25 thru Int26h

Question #27: Lib27a thru Lib27d

Question #28: Wom28a thru Wom28f

Question #29: Min29a thru Min29f

Question #30: Ovr30

Question #31: Rec31

Question #32: Impt32

Question #33: Born

Question #34: Sex

Question #35: Race

Program: Loc





ID	Administrative Competencies										Career Experience																			
	Za	Zb	Zc	Zd	Ze	Zf	Zg	Zh	Zi	Zj	Zk	Zl	Zm	Zn	Zo	Zp	Zq	Zr	Zs	Zt	Zu	Zv	Zw	Zx	Zy	Zz	Zaa	Zab	Zac	
92201	5	3	3	4	4	4	5	5	4	5	2	2	2	2	2	2	2	2	2	2	4	5	5	3	3	3	4	4	4	
92207	4	4	4	4	4	4	3	4	4	3	4	3	4	3	3	2	2	2	2	2	4	4	3	2	5	4	3	4	4	
92204	5	5	4	4	4	4	5	5	4	4	3	5	4	4	4	4	4	4	4	5	4	5	5	3	3	3	3	4	4	
92205	5	4	4	3	3	3	5	5	4	4	3	5	5	5	5	5	5	5	5	4	4	5	5	4	4	4	5	3	4	
92206	4	5	4	4	4	5	3	4	4	4	5	5	5	5	1	4	4	4	1	4	5	3	4	3	5	5	5	4	4	
92209	5	3	5	5	6	4	5	3	2	4	1	1	1	1	1	1	1	2	3	1	3	4	4	4	5	2	4	4	4	
92211	5	4	4	5	5	4	5	5	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
92216	5	5	4	5	4	3	5	5	4	5	5	5	5	5	5	5	5	5	5	4	5	5	4	5	4	5	4	5	5	
92217	5	4	5	5	4	6	5	5	4	6	3	1	1	1	1	1	2	3	2	5	5	5	3	5	3	4	4	4	5	
92218	5	5	5	5	5	5	5	5	5	5	3	5	5	5	4	5	3	5	5	4	2	2	5	1	3	5	3	5	5	
92219	5	4	5	4	4	5	5	4	4	5	3	4	3	1	5	1	5	1	4	5	5	5	4	5	5	4	4	4	4	
92220	5	4	4	5	4	4	5	5	3	4	2	2	2	2	2	2	2	2	3	3	3	3	2	4	3	2	4	5	5	
92221	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
92223	5	5	5	5	5	4	4	4	3	4	4	4	4	4	3	4	3	5	5	4	4	4	3	4	5	5	5	5	5	
92225	4	3	3	4	4	4	5	4	4	4	1	3	3	1	1	1	3	1	2	5	5	5	5	5	4	4	4	4	4	
92226	5	5	5	5	4	5	5	4	4	5	4	5	5	4	4	4	3	4	2	4	5	5	4	4	4	4	4	4	4	
92227	4	4	4	5	5	4	5	5	5	5	5	5	5	5	4	4	4	5	5	5	3	4	4	5	4	4	3	5	4	
92228																														
92231	5	5	5	5	5	5	5	5	5	5	3	3	3	4	3	3	3	3	4	5	5	5	5	5	5	5	5	5	5	
92232																														
92234	5	5	5	5	5	5	5	5	5	5	3	3	5	4	2	3	4	3	3	5	5	5	3	4	4	3	3	4	3	
92237	5	1	3	5	5	4	5	1	1	4	2	2	3	1	1	1	3	4	1	1	1	1	1	1	1	1	1	5	4	
92240	5	5	5	5	4	4	5	5	5	5	4	5	5	5	5	5	5	1	1	5	5	5	5	5	5	5	5	5	5	
92291	5	5	5	5	5	5	5	5	5	5	4	4	4	4	4	4	5	1	1	5	5	3	5	5	5	4	5	5	5	
92242	5	4	5	4	5	4	4	4	5	5	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4	4	4	5	4	
92243	4	4	4	5	4	3	5	5	5	5	4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	
92244	5	2	4	5	3	3	5	5	2	4	1	3	3	3	2	2	3	2	2	3	3	3	5	5	5	5	5	5	5	
92245	5	3	5	4	5	3	5	5	2	3	1	2	2	1	1	1	1	1	1	3	3	1	1	1	1	3	4	4	5	
92246	5	4	5	5	4	4	4	4	5	5	3	4	3	2	2	2	2	2	1	4	4	3	4	4	5	4	4	4	2	
92248	5	5	5	4	5	4	5	5	5	5	4	4	4	2	2	2	4	4	3	4	5	4	5	4	5	4	5	4	5	
92249	5	4	4	4	3	3	3	3	4	3	1	4	4	5	4	4	4	2	4	5	5	3	2	4	5	3	3	4	3	
92250	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	4	4	5	5	4	4	5	5	3	4	5		
92251	4	3	3	5	4	4	5	4	2	3	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
92254	4	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
92255	4	4	3	5	5	3	4	3	1	5	3	5	2	1	1	1	1	1	1	1	1	1	1	1	2	1	4	5	2	
92256	4	4	5	5	5	5	5	5	2	4	4	4	3	5	4	4	4	5	4	5	5	5	4	5	4	5	5	5	5	
92257	5	5	5	5	5	5	5	5	5	5	2	1	1	1	1	1	1	1	1	3	5	5	5	5	4	3	5	5	5	
92258	5	5	5	4	4	4	5	4	4	4	5	5	5	5	5	5	4	5	3	4	4	4	4	4	4	4	4	4	4	
92260	5	4	3	5	5	5	5	3	5	3	3	4	4	2	1	3	2	1	1	1	1	1	1	1	1	2	4	5	4	
92261	4	4	4	4	4	5	4	4	5	5	4	5	5	4	3	5	4	4	4	5	5	4	3	3	3	4	3	3	3	
92263	4	3	3	4	4	4	5	4	3	4	4	5	4	3	4	4	3	3	3	3	3	3	3	3	3	3	3	5	5	
92264	5	4	5	4	5	4	5	5	5	5	4	4	2	4	2	2	1	2	4	5	5	5	5	4	5	4	5	5	4	
92265	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
92266	5	5	5	5	5	5	5	5	5	5	4	5	5	4	4	4	4	2	4	4	5	5	5	5	5	5	5	5	5	
92268	5	4	5	4	4	4	5	5	2	3	3	3	4	1	4	1	3	5	5	4	5	5	5	5	5	5	5	5	4	
92269	5	3	5	5	4	4	4	5	3	5	3	4	4	2	3	3	5	2	3	5	5	5	5	5	5	3	4	5	3	
92270	5	5	4	5	5	4	5	5	4	5	3	1	1	1	1	1	1	1	1	3	4	4	4	5	5	5	5	5	5	
92272	4	1	4	3	3	3	3	1	4	3	4	4	5	5	5	4	4	2	2	2	2	1	1	1	3	4	4	4	4	
92275	5	5	5	4	5	4	4	4	5	5	3	3	3	1	3	3	2	1	4	3	4	4	1	4	3	3	5	5	5	
92277	4	3	2	4	4	3	4	4	2	4	3	3	3	2	2	1	2	1	3	3	3	4	3	2	4	4	4	4	4	
92278	5	5	5	5	4	4	5	4	4	4	4	5	5	5	5	5	5	5	5	5	5	5	5	2	4	4	1	5	5	
92279	5	3	4	5	4	3	5	3	4	4	4	3	3	3	3	3	3	3	1	2	2	2	2	5	5	5	5	5	5	
92282	5	5	5	5	4	3	5	4	5	4	4	4	4	4	3	3	4	2	5	4	4	3	4	4	4	5	4	4	5	
92283	5	5	5	5	5	5	5	5	5	5	4	5	5	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	5	5
92285	5	5	5	5	5	5	5	5	5	5	4	5	4	3	4	4	4	3	4	3	4	3	4	3	4	3	4	3	4	
92290	5	5	4	5	5	5	5	5	5	5	3	4	3	3	4	2	3	3	4	4	5	3	2	4	3	5	5	5	5	

ID	Administrative Competencies										Career Experience										Financial			Faculty						
	Zad	Zae	Zaf	Zag	Zah	Zai	Zaj	Zak	Zal	Zam	Zan	Zao	Zap	Zaq	Zar	Zas	Zat	Z3a	Z3b	Z3c	Z3d	Z4a	Z4b	Z4c	Z4d	Z4e	Z4f	Z4g	Z4h	
92201	5	5	5	5	4	5	4	5	4	3	5	5	3	4	3	4	4	2				4	5	5	4	5	3	1	4	
92207	4	4	3	3	4	3	4	3	4	3	4	3	4	3	4	4	2				2	3	3	3	4	4	2	2	2	
92204	4	5	5	5	1	3	5	5	5	5	5	5	4	5	5	1			5			5	4	4	4	4	4	1	4	
92205	5	4	4	5	5	3	3	4	5	4	4	4	4	4	4	2						4	5	5	4	4	3	2	3	
92206	5	4	5	5	5	4	3	4	4	5	4	4	4	5	5	5	2					4	5	5	4	4	3	2	3	
92209	5	4	5	5	2	1	3	5	5	5	5	5	5	5	5	1						3	3	3	4	5	2	1	5	
92211	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1				5	5	4	5	5	5	4	5	4	5	5
92216																														

92248	5	5	5	5	3	2	1	4	5	5	5	5	5	4	4	5	5	1	2	2	2	4	5	5	5	5	5	2	2
92249	5	3	5	3	3	3	3	4	5	5	3	2	3	2	4	4	4	2	2	2	2	4	4	4	4	4	4	2	2
92250	5	5	3	3	3	3	4	5	4	4	4	5	5	5	3	5	5	2	2	2	2	3	3	4	4	4	3	1	1
92251	4	4	4	3	2	3	1	4	3	4	3	3	4	3	3	4	4	1	3	1	1	4	2	2	3	4	2	1	1
92254	2	2	2	2	2	1	1	1	1	1	1	1	1	1	2	2	2	2	2	2	2	3	3	3	3	3	2	2	1
92255	5	1	3	4	2	3	2	3	5	4	3	5	5	5	5	5	5	2	2	2	2	3	3	4	4	2	5	3	2
92256	5	5	5	4	5	4	3	4	4	4	4	4	4	4	5	4	4	5	5	5	5	4	5	5	4	4	2	2	3
92258	6	6	5	5	6	6	8	4	4	4	6	5	5	5	5	5	5	2	2	2	2	5	5	6	4	5	1	1	1

ID	Faculty cont'd				Internship												Facilities					Women					Overall				
	24a	24b	24c	24d	25	26a	26b	26c	26d	26e	26f	26g	26h	27a	27b	27c	27d	28a	28b	28c	28d	28e	28f	30	31	32					
92201	4	3	5	5	5	1								1	1	3	2												5	5	5
92207	3	3	3	3	3	1								3	3	3	3												3	4	3
92204	5	4	4	4	4	2	2	4	5	5	3	4	4	5	3	1	3	4										4	5	4	
92205	4	3	3	4	4	2	5	5	4	5	5	4	5	3	3	3	3	2	1	3	5	5	4				5	5	5		
92206	4	2	4	5	4	1								4	3	5	5	1	3	2	4	5	4				4	4	4		
92209	4	4	4	5	4	1								5	5	5	5											5	3	2	
92211	5	4	5	5	4	1								4	1	4	4											5	3	2	
92216	5	5	5	5	5	2	4	5	3	5	5	5	5	2	1	2	2											5	5	5	
92217	5	3	5	5	3	1								2	2	4	4														
92218	3	1	4	4	2	1																						4	5	5	
92219	3	1	3	3	2	1								3	1	4	4	2	2	4	5	5	4				5	5	3		
92220	2	3	3	4	4	2	3	3	3	4	4	4	4	2	2	2	3											3	3	4	
92221	2	3	4	4	3	2	5	5	4	4	2	3	2	3	3	3	3	3	2	3	5	5	5				4	4	3		
92223	2	1	5	4	2	1								3	1	2	2											4	5	5	
92225	5	4	4	5	4	1								3	1	4	4											4	5	4	
92226	3	2	4	4	2	1								2	1	4	3											5	4	4	
92227			5	5		1										5												5	5	5	
92228	3	3	4	3	3	2	4	4	3	4	2	3	3	4	4	1	4	5	1	1	2	4	2	3			5	5	4		
92231	3	3	5	5	3	2	5	5	4	4	5	5	5	5	5	5	5											5	5	5	
92232	3	4	4	1	5	2	5	4	4	5	4	5	4	4	1	4	4											4	5	5	
92234	3	3	5	5	3	1								5	5	5	5											3	4	3	
92237	4	1	4	5	2	1								5	1	4	4	1	1		3	5	4				3	2	1		
92240	4	1	3	3	3	1								4	1	4	4	1	1	3	4	4	4				4	4	3		
92241	4	4	5	5	4	1								3	1	1	4	1	3	4	5	5	4				4	5	3		
92242	4	3	3	4	3	1								2	1	3	3											4	5	4	
92243	5	3	4	4	3	1	4	4	3	4	3	3	4	4	3	4	4	2	3	3	4	5	4				4	5	4		
92244	4	3	4	4	5	1								2	2	4	4	2	3	3	4	5	4				5	5	4		
92245	4	4	4	4	4	2	5	5	5	3	4	3	4	4	3	3	4	4										5	5	4	
92246	4	3	4	5	4	1								3	3	4	4											4	5	4	
92248	4	3	3	5	4	2	4	4	2	2	3	3	2	3	5	5	5	5	1	1	2	4	5	5			3	3	3		
92249	3	3	3	5	3	1								3	1	3	3											5	4	5	
92250	2	2	2	3	3	1								3	1	5	5	2	1	4	5	5	5				4	4	3		
92253	1	2	3	2	1	2	1	4	4	4	4	1	3	4	2	3	5	5	1	1	1	3	5				2	2	2		
92254	1	1	2	2	2	1								2	1	2	2	1	3	2	3	5	5				3	2	1		
92255	4	3	4	4	1	1								5	1	3	2											4	5	3	
92256	3	3	4	5	3	1								4	1	2	1											4	5	4	
92257	5	5	5	5	2	5	5			5		4	5	4	4	4	4				4	4	4				5	5	4		
92258	1	1	4	4	1	1								3	3	3	3	1	1	1	5	1	1				2	4	3		
92260	1	3	4	4	3	1								3	3	4	4	2	2	2	4	5	5				4	5	5		
92261	3	4	4	4	4	2	4	5	3	5	5	3	5	5	3	3	4	4	2	2	2	4	5	5			4	5	5		
92263	4	4	4	4	4	2	5	5	5	5	5	5	5	5	5	4	3										5	6	5		
92264	4	3	3	4	3	2	4	5	5	4	3	3	4	4	4	1	4	1	1	3	3	3	3				4	4	3		
92265	2	2	3	4	3	1								1	1	3	1											4	4	3	
92266	3	3	5	4	4	1								4	3	4	4											4	4	3	
92268	4	4	4	4	4	2	3	4	2	2	4	4	3	2	1	1	3	2	1	5	5	5	5				3	3	3		
92269	2	2	4	4	3	1								5	1	3	1				1	5	5	5				4	4	3	
92270	3	1	4	4	2	1								3	1	3	3											5	3	4	
92272																															
92275	4	4	4	3	2	3	3	1	1	1	1	2	2	2	4	1	3	3										3	3	2	
92277	3	3	4	4	4	2	3	4	3	3	4	3	3	3	4	2	4	4	2	2	4	4	5	5			4	5	3		
92278	3	3	4	4	3	2	3	5	4	5	4	4	4	5	1	2	2	4										4	4	4	
92279	2	1	3	3	1	1								5	1	5	5											5	3	5	
92282	3	1	4	4	4	1								5	1	5	5											5	3	5	
92283	2	2	3	3	1	2	4	5	5	5	5	3	5	5	3	3	2	3	3	2	3	3					4	4	4		
92285	4	4	4	4	4	1								4	4	4	4	1	4	3	4	4	3				4	4	4		
92290	3	2	5	5	3	1								4	2	4	4											4	4	4	

## Personal

ID	ORNSX	RC	AGELOC
92201	52	1	4 40 2
92207	56	1	4 36 2
92204	53	1	4 39 1
92205	55	2	4 37 2
92206		2	4 0 1
92209	47	1	4 45 2
92211	55	1	4 37 1
92216	57	1	4 35 1
92217		1	4 0 1
92218	59	1	4 33 1
92219	52	2	4 40 1
92220	55	1	4 37 1
92221	54	2	4 38 1
92223	51	1	4 41 1
92225	57	1	4 35 1
92226	53	1	4 39 2
92227	53	1	4 39 2
92228	51	2	4 41 1
92231	54	1	4 38 2
92232	48	1	2 44 1
92234	49	1	4 43 1
92237	41	2	4 51 1
92240	55	2	4 37 1
92291	40	2	4 52 1
92242	46	1	4 46 2
92243	49	1	4 43 1
92244	54	2	4 38 1
92245	53	1	4 39 1
92246	57	1	4 35 1
92248	64	1	4 28 1
92249	55	2	4 37 2
92250	44	2	4 48 2
92251		2	4 0 1
92254	49	2	4 43 2
92255	49	1	4 43 1
92256	45	1	4 47 1
92257	44	2	4 48 1
92258	48	2	4 44 2
92260	65	2	4 27 1
92261	54	2	4 38 1
92263	56	1	4 36 1
92264	46	2	4 46 1
92265	48	1	4 44 2
92266	48	1	4 44 1
92268	49	1	4 43 1
92269	52	2	4 40 2
92270	49	1	4 43 2
92272		1	4 0 2
92275	45	1	4 47 1
92277	48	2	4 44 2
92278	57	1	4 35 1
92279	55	2	4 37 2
92282	47	1	4 45 1
92283	50	2	4 42 1
92285	45	2	4 47 1
92290	50	1	4 42 1

**APPENDIX D**  
**BIBLIOGRAPHY & SOURCES OF INFORMATION**

- American Forestry Association, "1992 Plan of Operations," January 24, 1992, Washington, D.C.
- Arizona State University, Graduate Catalog, 1991-92, ASU, Tempe, AZ.
- Fall 1984 Student Survey, Center for Public Affairs, Arizona State University, Tempe, AZ, 1985.
- Larry A. Braskamp, "Purposes, Issues and Principles of Assessment," NCA Quarterly, Vol 66, No.2, Fall 1991.
- Donald T. Campbell and Donald W. Fiske, "Convergent and Discriminant Validation by the Multitrait-Multimethod Matrix," Readings in Attitude Theory and Measurement. Edited by Martin Fishbein, John Wiley & Sons, New York, 1967.
- D.S. Charuhan and H. Kenneth Hibbein, "Practitioners in Public Service Education: Perceptions of Program Administrators," American Review of Public Administration, Vol.17, No.4, Dec 1987.
- Robert E. Cleary, What Do Public Administration Masters Programs Look Like? Do the Do What Is Needed?, Washington, D.C., National Association of Schools of Public Administration and Affairs, 1990.
- David N. Cox, "Continuing Issues in Public Administration: A Symposium," Public Administration Quarterly, Vol.11, No.2, Summer 1987.
- Orville Daniels, Supervisor, Lolo National Forest, Personal conversation, April 24, 1991.
- Harry C. Dennis, Jr., "Standards for PA Education," The Bureaucrat, Spring 1984.
- Austin Doherty and Gerald W. Patton, "Criterion Three and the Assessment of Student Academic Achievement," NCA Quarterly, Vol 66, No.2, Fall, 1991.
- Patrick B. Edgar, Chair, MPA Committee, University of Montana, Personal conversation, August 15, 1991.
- Faith Gabelnick, Dean, Lee Honors College, Western Michigan University, Comments at "Open Forum on Assessment," University of Montana, Feb 6, 1992.
- Gloria A. Grizzle, "Essential Skills for Financial Management: Are MPA Students Acquiring the Necessary Competencies?" Public Administration Review, Nov/Dec 1985, p.840-844.
- Master in Public Policy Program Career Path Study, 1971-1984, JFK School of Government, Harvard University, Cambridge, MA, 1985.
- Louis D. Hayes, "University of Montana Proposal for a Masters of Public Administration Degree Program," Intra-university memo to James Talbot and John Stewart, September 2, 1975.

- Dick Heimovics, "Program Review: Public Administration, University of Montana," June 30, 1988.
- Pat Hutchins and Ted Marchese, "Watching Assessment: Questions, Stories, Prospects," Change, Sept/Oct 1990.
- Ronald John Hy, William L. Waugh & Peter B. Nelson. "The Future Public Administrator and Quantitative Skills," Public Administration Quarterly, Vol 11, No.2, Summer 1987.
- Edward T. Jennings. "Accountability, Program Quality, Outcome Assessment, and Graduate Education for Public Affairs and Administration," Public Administration Review, Sept/Oct 1989, p.438-446.
- Kentucky State University, Catalogue 1990-92, KSU, Frankfort, KY
- John E. Kerrigan and David W. Hinton, "Knowledge and Skills Needs for Tomorrow's Public Administrators," Public Administration Review, Sept/Oct 1980, p.469-473.
- Bruce Kochis, "Classroom Research: An Introduction," Washington Center for Improving the Quality of Undergraduate Education.
- Kenneth L. Kraemer and Alana Northrop, "Curriculum Recommendations for Public Management Education in Computing: An Update," Public Administration Review, Sept/Oct 1989.
- Stanley Lieberman. "Einstein, Renoir, and Greeley: Some Thoughts About Evidence in Sociology," American Sociological Review, 1992, Vol.57 (Feb:1-15).12
- Gregory S. Munro, "Integrating Theory and Practice in a Competency-based Curriculum: Academic Planning at the University of Montana School of Law," Montana Law Review, Spring, 1992.
- 1990 Directory, Programs in Public Affairs and Administration, National Schools of Public Affairs and Administration, Washington, p.18.
- David E. Payne, Faye N. Vowell and Lendley C. Black, "Assessment Approaches in Evaluation Processes.: NCA Quarterly, Vol 66, No.2, Fall 1991.
- Ann-Marie Rizzo, "Stakeholders in Public Service Education: An Alternative Approach to Program Design." American Review of Public Administration, Vol.17, No.4, Dec 1987.
- J.E. Rossman and E. El-Khawas, Thinking About Assessment: Perspectives for Presidents and Chief Academic Officers, Washington, D.C., American Council on Education, June, 1987. Reprinted in College Assessment Planning, American College Testing Program, Iowa City, IA, 1990.

- Donald A. Schon, The Reflective Practitioner: How Professionals Think in Action, Basic Book Publishers, New York, 1983, p.vii.
- David Strobel, Ph.D, Associate Dean of the Graduate School, University of Montana, Personal conversation, Jan 18, 1992.
- Carl Swidorski, "Sample Surveys: Help for the 'Out-of-House' Evaluator." Public Administration Review, Jan-Feb 2980, p.67-71.
- Alice M. Thomas, "Consideration of the Resources Needed in an Assessment Program." NCA Quarterly, Vol 66, No.2, Fall, 1991.
- University of Montana Alumni Association, MPA Graduates Name & Address List, Jan. 28, 1992.
- "Survey Summary, Advisory Committee on MPA Education Needs Survey," December, 1975, Reprinted in Application for Office of Education Grant, University of Montana, June 23, 1976.
- "Proposal for a Masters of Public Administration Degree Program at the University of Montana." Department of Political Science, University of Montana, September 2, 1975.
- Ken White, "Mid-Course Adjustments: Using Small Group Instructional Diagnosis to Improve Teaching and Learning." Washington Center for Improving the Quality of Undergraduate Education.
- Blue Wooldridge, "Increasing the Professional Management Orientation of Public Administration Courses." American Review of Public Administration, Vol.17, No.4, Dec 1987.
- Donald M. Wood, "University of Montana's Master of Public Administration Program: An Outreach Proposal," Unpublished independent study report, May, 1991.
- \_\_\_\_\_, "University of Montana Public Administration Program History." Unpublished Independent Study Paper, August 16, 1991.
- Barbara D. Wright, "Discipline-Based Assessment: The Case of Sociology," AAHE Bulletin, Nov.1991.