
PA 541 Syllabus

Performance Measurement in Nonprofit and Public Management

Instructor:	Joanne E. Howard	Office:	DTC Room 404
Campus:	Downtown	Phone:	312-906-4843
Semester:	Fall 2017	Email:	jhowar12@stuart.iit.edu
Schedule:	Thursdays, 6:00 – 8:30 p.m.	Office:	4:30 – 6:00 p.m.

Course Overview

Performance measurement is the process of collecting, analyzing and/or reporting information regarding the *performance* of an individual, group, organization, system or component. This course will focus on how performance measurements are becoming increasingly important in public, non-profit and healthcare settings. It will ground students in the fundamentals of performance measurement systems and demonstrate how they are critical to a mission, strategic, funding, transparency and accountability perspective. It will cover how to select appropriate measures and how to implement a performance measurement system and use performance measures in managing an organization. In addition, the course will highlight the need for leadership and management acumen to ensure success in achieving meaningful, significant and lasting results.

Class learning will be through case studies and supportive readings along with lectures and in-class work. It will be essential and required that students be prepared for each class. It is highly recommended that students identify a study partner to prepare for class. The class sessions will consist of listening to our colleagues, offering our perspectives, and reflecting on our class discourse.

This course will be strongly shaped by student discussion. As such, it requires active student participation and respect for all students. Each of us as learners will have an opportunity to reflect on and challenge our current understandings, assumptions, and beliefs so that we can generate improved beliefs and understandings. Key methods for this course are reading, critical reflection, lectures, case studies, and constructive discourse.

Desired Student Outcomes

- Understanding important theories of organization performance, structure, culture, and change
- Ability to apply historical theories to current real world situations
- Knowledge of the techniques and practices used for the leadership of organization performance, design, and change
- Development of higher order thinking and reflection skills
- Development of listening, discussion, writing, teamwork, and presentation skills

Course Structure

Class sessions will focus on lecture and activities to enrich – rather than repeat – text readings. It is therefore critical for students to attend all classes in order to be exposed to essential learning experiences. The learning experiences will include:

- Question and answer sessions on readings and research
- In-class exercises
- Presentations
- Guest lecturers (as available)
- Topic lecture
- Video offerings

Please be advised that modest changes may be made to our syllabus as a result of guest speakers visiting our class. You will be notified in advance should the syllabus change.

Course Materials

Required Materials:

Rossi, Peter H., Lipsey, Mark W., Freeman, Howard E. (2004). *Evaluation: A Systematic Approach*, 7th edition. Thousand Oaks, California: Sage Publications.

W. K. Kellogg Foundation (1998). *Logic Model Development Guide*. This guidebook may be viewed by going to the website shown below.

<http://www.smartgivers.org/uploads/logicmodelguidepdf.pdf>. It will also be uploaded to Blackboard.

Other materials will be distributed by the instructor.

Grading

Students are strongly encouraged to come to class in order to explore the material covered in class and to be able to take advantage of class insights. Each organization we use in our discussions will be treated as a consultancy and we will approach each discussion as if we are in-house evaluators and change agents.

Grades will be earned as follows:

Attendance	15 points
Class Discussions	15 points
Case Studies	20 points
Annotated Bibliography	10 points
Final Paper (15 pages)	30 points
Final Presentation	<u>10 points</u>
 Total:	 100 points

Grade scale (how do the points earned correlate to a letter grade):

100%-90%=A, 89%-80%=B; 79%-70%=C; 69% and below = Failure

Expectation is all students will attend class and submit all materials on time. Any exception for late submission must be explored with the faculty member immediately. Please refer to the course rubric submitted during Week 1, Class 1.

Type	Description	Grade
Class Attendance	Students are expected to attend class. Attendance will be taken	15%
Class Discussions	Participation in class discussions is important and expected	15%
Case Studies	Students will be provided with case studies and expert analysis is expected	20%
Annotated Bibliography	The A.B. is a significant component of the final presentation and at least 20 citations are expected	10%
Final Paper	The final paper will be reviewed for the research question, analysis, and concluding remarks	30%
Final Presentations	Presentation should include Power Point or handouts to classmates	10%
TOTAL		100%

Section Readings

Week 1 Aug. 24	Introduction to Performance Measurement Review of the syllabus, assignments, and class introductions. Our first class meeting will allow students to share their expectations and desires for the class. In addition, there will be a lecture/discussion on how to read, analyze and discuss cases. Video: Interview with Harry Frankfurt, Emeritus Philosophy Professor from Princeton University, and his book <i>On Bullshit</i> .
Week 2 Aug. 31	Tailoring Evaluations Readings: Rossi, Lipsey and Freeman, Chapters 1 and 2, pages 1 – 65 and Kellogg Logic Model Guide, pages 1 – 72. Discussion Points: Structures, administrative values; and constraints. Video: The Providence-St. Mel Story
Week 3 *Sept. 7	Identifying Issues, Questions, Program Assessment, and Theory Readings: Rossi, Lipsey and Freeman, Chapters 3, 4 and 5, pages 67 – 166. Discussion Points: Political environment of an evaluation. Case Study Assignment #1 due: Write a 1-2 page (double spaced) overview of your generation.
Week 4 Sept. 14	Assessing, Monitoring, and Measuring Readings: Rossi, Lipsey, and Freeman, Chapters 6, 7, and 8, pages 169 – 264. Discussion Points: Building Organizational Culture. Video: Pew Research, “The New America”

<p>Week 5 *Sept. 21</p>	<p>Program Impact and Results</p> <p><i>Readings:</i> Rossi, Lipsey and Freeman, Chapters 9, 10, and 11, pages 265 – 368.</p> <p><i>Discussion Points:</i> Structural theory; human relations theory; organizational dynamics; centralization versus decentralization; alternate forms of organization</p> <p><i>Assignment due:</i> Topic for final research paper (title and 1-page summary of paper topic).</p>
<p>Week 6 Sept. 28</p>	<p>The Social Context and Decision Making; Foundations of Quantitative Analysis</p> <p><i>Readings:</i> Rossi, Lipsey and Freeman, Chapter 12, pages 369 – 421.</p> <p><i>Discussion Points:</i> Approaches to decision-making (ethical, political, and quantitative).</p>
<p>*Week 7 Oct. 5</p>	<p>Research Design and Descriptive Statistics</p> <p><i>Readings:</i> Comparative Analysis of Urban Decay and Renewal in the Cities of Detroit and Pittsburgh (master's thesis written by Alexander Tolksdorf for the University of Detroit Mercy. The thesis is uploaded to Week 7 on Blackboard.</p> <p><i>Discussion Points:</i> Executive-bureaucratic linkages; leadership and how statistics are used in the work place.</p> <p><i>Case Study Assignment #2 due:</i> Review the report "Our Community, Our Ideas" from LISC Philadelphia and write a 2-page critique of the report.</p>
<p>Week 8 Oct. 12</p>	<p>Measures with Excel – Guest Speaker, George Rumsey</p> <p><i>Reading:</i> Research on Universities and their contribution to intergenerational mobility. The article is uploaded to Blackboard in Week 8.</p> <p><i>Discussion Points:</i> You will work in the Computer Lab on managing a large data set and putting the data into Excel.</p>

<p>*Week 9 Oct. 19</p>	<p>More Data, Populations, and Proportions</p> <p><i>Readings:</i> Income Diversity in Chicago by D. Garth Taylor (uploaded to Blackboard in folder Week 9).</p> <p><i>Discussion Points:</i> Fiscal policy; budget making process; budgeting and resource scarcity</p> <p><i>Assignment due:</i> Annotated Bibliography of your final report.</p>
<p>Week 10 Oct. 26</p>	<p>The Differences Between Groups</p> <p><i>Readings:</i> Moved to Opportunity: The Long-Run Effect of Public Housing Demolition (uploaded to Blackboard in folder Week 10).</p> <p><i>Discussion Points:</i> Policy making; planning and analysis; productivity.</p>
<p>*Week 11 Nov. 2</p>	<p>Analysis and Feedback on Final Topics</p> <p><i>Readings:</i> Please provide evidence of your research topic – on your own</p> <p><i>Discussion Points:</i> How and when to use various forms of analyses.</p> <p><i>Assignment is due:</i> In-class assignment of when to use various forms of assessment.</p>
<p>Week 12 Nov. 9</p>	<p>Overview of Tools and Techniques</p> <p><i>Readings:</i> Continued work on final papers and analysis</p> <p><i>Discussion Points:</i> Governmental environment; social paradoxes; administrative change and the application of leadership.</p>
<p>Week 13 Nov. 16</p>	<p>The Summing Up</p> <p><i>Readings and Discussion Points:</i> Examples of various problems, evaluation studies with performance measurement and how to use them.</p> <p><i>Assignment:</i> Final Oral Presentation discussion.</p>

Week 14
Nov. 23

This class will be reserved for the summary of the course since this is Thanksgiving Week and students may be traveling.

FINAL PRESENTATIONS

*Week 15
Nov. 30
FINAL
CLASS

On a topic of the student's choice – must be on a public administration topic and include a Performance Measurement problem and resolution. Detailed instructions will be provided in class and discussed.

Final paper must accompany presentation.

Graduate Students: 15 pages. Undergraduates: 10 pages.

Important Stuart-IIT Information Disabilities

Reasonable accommodations will be made for students with documented disabilities. In order to receive accommodations, students must obtain a letter of accommodation from the Center for Disability Resources. The Center for Disability Resources (CDR) is located in 3424 S. State St., room 1C3-2 (on the first floor), telephone [312 567.5744](tel:3125675744) or disabilities@iit.edu.

Copyright/Plagiarism/Academic Integrity Rules on Plagiarism and Academic Integrity

Plagiarism and other violations of academic integrity are strictly prohibited and subject to penalty as defined by the University. Information about the IIT academic requirements for graduate students can be found at:

[http://www.iit.edu/graduate_college/pdfs/Graduate Student Handbook.pdf](http://www.iit.edu/graduate_college/pdfs/Graduate_Student_Handbook.pdf)

The academic integrity material in the handbook is found at page 31 in the IIT student handbook. Other parts of the handbook also contain material and rules that apply to graduate students. Students will be expected to conform to the rules and procedures set forth in the handbook.

The code of conduct governing writing by students at IIT requires original writing, prohibits plagiarism and provides severe sanctions for plagiarism. Original writing consists of thinking through ideas and expressing them in your own way. If the ideas are from other sources, use footnotes or other citation methods to indicate the source of the ideas. Plagiarism is the act of passing off someone else's work or ideas as your own. The sanctions include, but are not limited to, expulsion and the imposition of a punitive grade of 'E'.

What is Plagiarism?

Often there is some confusion as to what constitutes plagiarism. Plagiarism is the act of passing off someone else's work as your own. To assist in providing an understanding of the types of writing that constitute plagiarism, three types of are each discussed below. Also discussed below is the problem of "string citations." String citations are not plagiarism, but many professors will reject string citations because they are not the student's original work.

Word for Word copying: The use of any phrase or excerpt from another source requires the use of quotation marks around the copied material, or if the material is more than a few lines, the copied material should be placed in its own indented paragraph. A citation in proper form is always required to identify the source.

Plagiarizing by Paraphrase: When a writer uses a source, substitutes words and sentences, or even changes the order but keeps the meaning of the original, a citation is required. In the example given below, the original is on the left. The paraphrase in the right box constitutes plagiarism.

<p><u>Original:</u> It is not generally recognized that at the same time when women are making their way into every corner of our work-world, only one percent of the professional engineers in the nation are female. A generation ago, this statistic would have raised no eyebrows, but today, it is hard to believe.</p>	<p><u>Paraphrase:</u> Few people realize now that women are finding jobs in all fields, that a tiny percentage of the country's engineers are female. Years ago this would have surprised no one, but now it seems incredible.</p>
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The writer could avoid plagiarism here by acknowledging the source and providing a proper citation.

Mosaic Plagiarism: Here the writer lifts phrases and terms from the source and embeds them in his own prose. An example follows in which the lifted phrases are underlined:

The pressure is on to get more women into engineering. The engineering schools and major corporations have opened wide their gates and are recruiting women zealously. Practically all women engineering graduates can find attractive jobs. Nevertheless, at the moment, only one percent of the professional engineers in the country are female.

Mosaic plagiarism is sometimes caused by careless note taking. However, it looks dishonest and is judged as such. The use of quotation marks around the original wording and citation avoid the problem of plagiarism. Often a better approach is to use paraphrase or to quote directly (with appropriate citations).

Plagiarism can be avoided by providing citations for the sources of any material, including *ideas, phrases, or sentences* that you have used in your paper. A number of different systems are available for providing citations. The key to all of them is that the writer must clearly identify for the reader the sources of all material (including ideas) that have come from somewhere else.

String Quotation Problem: Sometimes a student will write a paper consisting of a string of quotations. It is usually much better for a student to provide his or her own analysis and write the paper in his or her own words. Many professors will reject a paper consisting primarily of material quoted from other sources because they do not

view such a paper as the student's own work. You should understand your professor's view with respect to string quotations prior to writing your paper.

Notes