

**An Evaluation of the Impact of the
ANU's Graduate Program in Public Policy
on its Students' and Graduates' Careers.**

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Discussion Paper No. 43, October 1994

ISSN 1030 2190
ISBN 0 7315 2096 3

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ABSTRACT

An evaluation of the Australian National University's Graduate Program in Public Policy (PPP) was undertaken through an analysis of survey responses. In addition to evaluating the impact of a Public Policy postgraduate diploma or degree on the careers of graduates and continuing students, the study also looked at the course in terms of the extent to which it fulfilled students' and graduates' expectations and needs. The evaluation was conducted through questionnaires mailed out to all PPP participants from 1985 to 1993. From the responses to the questionnaire, the analysis sought to establish the extent to which the Program's objectives have been met as seen from the perspective of its students.

As the respondents spanned nine separate entry cohorts, care had to be taken in comparing and analysing respondents' assessment of the course and their comments, because the content of the course and a number of the staff had changed over time.

In general, the impact of the PPP on respondents' career had been a positive one. The following are the main findings to emerge from analysis of the survey results:

- There was a strong suggestion that respondents who had no postgraduate qualifications prior to undertaking PPP (ie. those who held either a Pass or Honours degree) obtained the most benefit from a successful completion of PPP in terms of obtaining promotions.
- That is, PPP qualifications were of marginal value as a means of obtaining promotion in the workplace for those who came to the Program with prior postgraduate qualifications .
- Those who completed PPP at Masters level achieved more promotions and success in their career than those who completed it at the Graduate Diploma level.
- Respondents from the 1990 and 1991 intakes were more positive about their PPP experience and commented more favourably than intakes from other years.
- Respondents with prior Pass and Honours degrees were more positive about PPP's effect on their careers than respondents who had prior postgraduate qualifications.
- A substantial number of PPP graduates attributed their success in attaining promotion or change in career direction to having successfully completed the PPP.

1. BACKGROUND

Professor Frank Castles, the Head of the Australian National University's Graduate Program in Public Policy (PPP), suggested that an evaluation of the career impact of taking courses in the PPP might be an appropriate focus for a research project. Although individual subjects in the course had been evaluated from time to time by the ANU's Centre for Education Development and Academic Methods (CEDAM), the Program as a whole had never been evaluated.

The 1993 PPP course handbook states that the aim of the Program is: "to provide specialist interdisciplinary graduate training for persons with professional interest in government. The Program, although offering training at Certificate, Diploma and Masters level, is conceived as a whole. It seeks to encourage participants to bring a broad perspective to policy analysis through the use of the analytical tools offered by economics, political science and sociology while also giving training in the more formal techniques of the policy analyst".¹

The PPP commenced in 1985 and had its first intake of students in that year. Professor Jane Marceau was the inaugural head of PPP. She stepped down at the end of 1989 for health reasons and Professor Frank Castles took over. With the arrival of Professor Castles, a new subject, *Comparative Public Policy* was offered as a PPP unit and the Interdisciplinary Seminar acquired a wholly new format, serving also as the ANU Public Policy Seminar open to the general public.

The PPP introduced the Graduate Certificate course in 1992.

Table 1.1 shows the course structure which was in existence in 1985 when PPP commenced its first intake of students. Table 1.2 shows the course structure in 1993.

From the course structure of the two years (1985 and 1993), it is obvious that the course had been, and still is designed and structured to suit those who are in full-time employment and would undertake the course on a part-time basis. As the ACT has a very high proportion of public sector employees, the course was designed to attract public servants in the ACT. The PPP was designed and marketed

¹ ANU *Public Policy Program Course Handbook*, Canberra, Page 2.

Table 1.1 Course Structure in 1985 for Graduate Diploma and Master Degree in Public Policy

Course	Year	Semester	Subject
Diploma/ Part 1 of Master Degree	1	1	Australian Polity and Society 1 Policy Analysis and Evaluation 1
		2	Australian Polity and Society 11 Policy Analysis and Evaluation 11
Diploma/ Part 1 of Master Degree	2	1	Economic Decision Analysis 1 Law and the Policy Process
		2	Economic Decision Analysis 11 Managing Public Organisations
			GRADUATE DIPLOMA OR TRANSFER TO MASTER DEGREE
Part 11 of Master Degree	3	1	Interdisciplinary Seminar 1 Elective subject
		2	Interdisciplinary Seminar 11 Sub-thesis

Table 1.2 Course Structure in 1993 - Graduate Diploma and Master Degree in Public Policy

Course	Year	Semester	Subject
Diploma/ Part 1 of Master Degree	1	1	Australian Polity and Society Economic Principles
		2	Comparative Public Policy Economic Policy 1
Diploma/ Part 1 of Master Degree	2	1	Managing Public Organisations Public Law System or an elective subject
		2	Research Methods Interdisciplinary Seminar 1
			GRADUATE DIPLOMA OR TRANSFER TO MASTER DEGREE
Part 11 of Master Degree	3	1	Economic Policy 11 Elective subject
		2	Public Policy Project Elective subject

as a postgraduate course to meet the career needs of public servants. The content and the focus of the course is on public policy. Consequently full-time students had to choose their subjects to fit in with the units offered in each semester. If the composition of the respondents was representative of the PPP participants, then only a small proportion of students had undertaken their course on a full-time basis. 2.7% of respondents commenced PPP on a full-time basis.

Over the nine-year period (1985 to 1993), the core content of the course had not changed substantially, although the lecturers and the names of the units had changed.

The *Law and the Policy Process* unit has not been available to PPP students since 1992. However, in recent years, more elective units within the Program have been available to PPP students than in the past. For 1993, three "in-house" elective units were available in semester 1 and two in semester 2. In the past, students had to take their electives from other Faculties at the ANU.

In addition to formal lectures and tutorials, the PPP also provided weekly seminars on topics which are of relevance and interest to PPP students, academics and bureaucrats. In recent years, these seminars had been opened to the public. The PPP organised high profile speakers and commentators for the seminars. They had been drawn from a wide and diverse background which included academics, visiting academics, politicians and senior bureaucrats.

2. METHODOLOGY

The evaluation was carried out through a survey of students who had enrolled in the PPP between 1985 and 1993. Questionnaires (with a prepaid return envelope) were mailed out to 261 past and present PPP students in mid September 1993. Initially, it was the intention to exclude the 1993 intake and also those who had enrolled in the Graduate Certificate course from the survey, because they were too "current" to be influenced by the Program. Due to the difficulties in isolating the 1993 intake and Graduate Certificate students from the survey it was decided to include them in the sample. The response rate was higher from more recent intakes. A second (follow-up) letter was sent out in early November 1993 to those

who had not responded. 148 participants responded to the survey, representing a response rate of 56.7%. The respondents had been/were enrolled in one of the three tiers of PPP: Masters, Graduate Diploma and Graduate Certificate course.

Twenty of the 261 questionnaires were returned to PPP unclaimed (7.6 %). Ninety-three of the questionnaires are still unaccounted for (representing 35.6 %). We can conclude that either the PPP participants did not want to participate in the survey or have left the last known address and the questionnaires were discarded.

To maintain the confidentiality of respondents, the questionnaires were sent out by PPP and the analysis was carried out by identification numbers. However, in four cases, the respondents identified themselves.

The questionnaire was structured into five broad segments. The first segment sought personal background information and reasons for undertaking the PPP. The second segment covers reasons for withdrawing from the PPP without completion. The third segment deals with continuing students and the fourth segment was for those who had completed the course. The final part sought information from all participants regarding current job situation, the extent that PPP experience had on their career and their general comments on the Program.

Part of the evaluation was to assess whether the aims of the PPP had been met from the students' and graduates' perspectives. Comments made by respondents in their overall assessment of the PPP (to questions 9,12 and 13) would provide an indication of the extent the PPP has met the students' expectations and fulfilled its aims as stated in its handbook.

The impact of PPP on graduates' and students' careers can be quantified by an analysis of respondents' career progression (number of promotions since the completion of PPP) and/or being successful in changing their career path and direction. However, for this evaluation a broader definition of PPP's impact on participants has been adopted. The impact of PPP on participants' careers included fulfilling students' expectations of PPP and what they hoped to achieve from undertaking the course. Quite a number of the respondents had indicated "personal development" as the reason for undertaking the course. In the overall assessment of the course (question 13), a number of respondents had stated that the course had provided them with personal development in terms of giving them self confidence and broadening their knowledge base on a range of subjects covered by the Program.

A number of the questions in the questionnaire required respondents to tick one box only (multiple choice question approach). However, in quite a few instances, respondents ticked more than one box, as the alternatives provided were not mutually exclusive. For example, question 2 asked participants their reasons for undertaking PPP and a number of respondents ticked two boxes. In having to decide which one of the multiple ticked boxes was to be regarded as the main response for coding for this evaluation, related responses to questions 6, 7, 9 and 13, provided the necessary confirmation.

On the question of prior degree(s), twelve respondents had more than one undergraduate degree and for the purpose of analysis the first undergraduate degree stated on the questionnaire was the one taken as the principal degree of the respondents.

Question 5 which sought to find out the level of support from employers had two components - non-financial and financial support. For the non-financial support it related to the amount of time granted to respondents to enable them to attend lectures and tutorials. The financial support ranged from paying respondents Higher Education Contribution Scheme fees (HECS) to granting part or full scholarships. In one case the respondent only received financial support (HECS reimbursement) but no time off. She had to make up time taken to attend lectures and tutorials.

In assessing whether the successful completion of a PPP Graduate Diploma or Master degree had any impact on the participants' career, the job classification level at the commencement of PPP was compared with the current level (October 1993). Comparisons are not easy as a small number of respondents had moved from the public sector to the private sector and vice versa. Even within the Australian Public Service (APS), different APS streams (Administrative Service Officer (ASO), Professional Officer, General Services, Information Technology, etc) have different classifications for each level. To enable comparison of participants' level of employment over time irrespective of field of employment or type of employer, salary was used as a proxy for each classification. Appendix 2 sets out the details of the employment classification.

A small number of respondents did not answer all questions. A number of questions were left blank or unticked. The most common area of oversight was

in the first segment on personal and background information such as the year of commencement of PPP and question 1(d) and 1(e) on employment details. Responses to question 1(d) and (e) were sometimes vague and ambiguous. For example, instead of providing their employment status at the commencement of PPP, they provided their current employment status.

For coding and analysis purposes, the term public sector employment would include APS, State and ACT public services, ANU, CSIRO, ABC and government business enterprises (GBE).

In the coding of marital status, respondents who described themselves as in "de facto", "engaged" and "partnered" relationships were coded in the married category.

Three questions (7 , 9(b) and 12) in the questionnaire requested respondents to provide responses in a graded manner. For example, question 7 asked respondents to indicate the extent the course met their needs/objectives. Four alternatives were included, ranging from "not at all" to "to a large extent". For coding, "0" was assigned to "not at all" category and "3" to "to a large extent" category.

Question 11 requested respondents to provide details on the number of transfers and promotions since their completion of the PPP. However, quite a number of respondents provided details of their promotions and transfers since they commenced their course. On that basis, the analysis reflects promotions and transfers since the commencement of the PPP and not since their completion of PPP.

In the analysis of the number of promotions attained since commencement of PPP, only promotions within the same sector were recorded as promotions as respondents were not specific about their levels when they moved between employment sectors.

In the analysis of employment status of respondents at the commencement of PPP (Table 3.8) and career change (Table 3.26), PPP participants who were employed full-time, but were granted scholarships by their employers to undertake PPP on a full-time basis, were classified as employed and not as full-time students .

It must be emphasised that the number of respondents (148) to the questionnaire was frequently insufficient for the analysis to provide statistically significant results.

Often the absolute number of cases in a particular category or cell was small and differences between groups were relatively minor. Only where numbers were reasonably large and differences quite marked should the results be interpreted as demonstrating clear findings as in the case of the broad conclusions summarised in the synopsis above.

3. ANALYSIS AND FINDINGS

3.1 Profile of PPP Respondents (Graduates and Students:)

Analysis of the data collected by the questionnaire provided the following profile of PPP respondents :

Table 3.1 PPP Participants and Respondents by Gender

PPP Participants	Female		Male		Total	
	No.	%	No.	%	No.	%
Respondents	76	56.3	72	57.1	148	56.7
Non- respondents	59	43.7	54	42.9	113	43.3
Total	135	100.0	126	100.0	261	100.0
%		51.7		48.3		100.0

Table 3.1 shows that marginally more females enrolled in PPP than males (51.7% as compared to 48.3%). However, proportionally more males (57.1%) responded than females (56.3%).

Figure 1.1 Age Distribution of Respondents

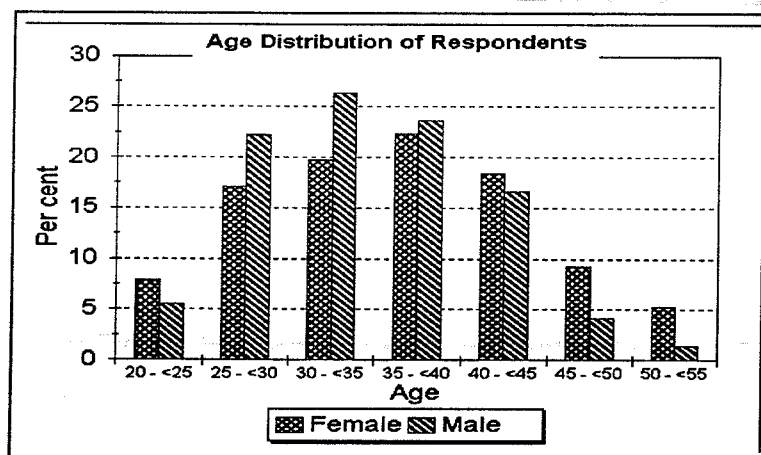


Figure 1.1 exhibits the age distribution of respondents at the time they commenced PPP: two-thirds of the respondents were aged between 30 and 40, with 6.8% aged between 20 and 25 and 3.4% were aged between 50 and 55 . In the youngest age group (20 to less than 25 years old) and the two oldest age groups (45 to less than 55 years old), there were significantly more females than males. But in the middle age groups, (25 to less than 40 years old), the males outnumbered the females.

Table 3.2 Marital Status and Family Structure of Respondents

Marital Category	Female		Male		Total		% each Marital Category
	No	%	No	%	No	%	
Married with children	19	25.0	32	44.4	51	63.0	34.5
Married w/out children	16	21.1	14	19.4	30	37.0	20.3
Sub-total married	35	46.1	46	63.9	81	100.0	54.7
Divorced with children	9	11.8	3	4.2	12	80.0	8.1
Divorced w/out children	2	2.6	1	1.4	3	20.0	2.0
Sub-total - Divorced	11	14.5	4	5.6	15	100.0	10.1
Single with children	1	1.3	2	2.8	3	5.8	2.0
Single w/out children	29	38.2	20	27.8	49	94.2	33.1
Sub-total - Single	30	39.5	22	30.6	52	100.0	35.1
TOTAL	76	100.0	72	100.0	148		100.0

Table 3.2 indicates that the "married" category represented the biggest single group (almost 55%) of respondents. The "single" category constituted the next biggest group (35%). A high proportion of the married and divorced respondents (42.6%) had children. Proportionally, there were more male respondents (63.9%) from the "married" category than females (46.1%). However, in the "divorced" and "single" categories there were more female respondents (54%) than males (36.2%). The marked difference in marital status between the genders was in the "divorced" category as there were twice as many females as males.

Table 3.3 Respondents and Number of Children

No. of Children	No. of Respondents	Per cent
0	82	55.4
1	20	13.5
2	30	20.3
3	14	9.5
4	1	0.7
5	1	0.7
Total	148	100

Table 3.3 indicates that around 55% of respondents had no children at the commencement of the Program. The size of the respondents' families tended towards one and two children families, with two-children families being the most popular size (20.3% of respondents). One of the respondents (a female) had 5 children.

3.2 Academic Status Prior to Commencing the PPP

As the PPP is a post graduate program, it is not surprising that only four respondents (representing 2.7%) had no undergraduate degrees. Around 60% of respondents possessed a Pass degree. Table 3.4 gives an overall picture of respondents' academic status prior to undertaking PPP.

Table 3.4 Qualifications Prior to Undertaking PPP

Type of Degrees	Female		Male		Total	
	No	%	No	%	No	%
No degree	1	1.3	3	4.2	4	2.7
Pass	45	59.2	43	59.7	88	59.5
Honours	15	19.7	14	19.4	29	19.6
Grad	9	11.8	7	9.7	16	10.8
Diploma						
Masters	5	6.6	2	2.8	7	4.7
PhD	1	1.3	3	4.2	4	2.7
Total	76	100.0	72	100.0	148	100.0

Analysis of respondents' data, shows that there were some differences between the genders in their prior degrees as outlined in Table 3.4. Generally, the female respondents were just as well qualified as males except in one postgraduate category - the PhD. In that category, there were more males than females.

Table 3.5 Analysis of Respondents' Prior Degrees other than Pass Degree

Type of Higher Degree	Female		Male		Total		As a % Type of Higher degree
	No	%	No	%	No	%	
PhD	1	25.0	3	75.0	4	100.0	7.1
Masters	5	71.4	2	28.6	7	100.0	12.5
Graduate Diploma	9	56.3	7	43.8	16	100.0	28.6
Honours	15	51.7	14	48.3	29	100.0	51.8
Total	30	53.6	26	46.4	56	100.0	100.0

Table 3.5 analyses respondents who had prior degrees other than a Pass degree (Honours and postgraduate qualifications). Slightly more females (53.6%) than males (46.4%) had degrees other than Pass. In three of the four categories of qualifications (namely Masters, Graduate Diploma and Honours) female respondents had a higher representation than males. However in the PhD category (representing 7.1% of respondents with higher degrees), male respondents outnumbered females.

Table 3.6 Respondents' First Undergraduate Degree Prior to Undertaking PPP

Type of Undergraduate Degrees	Female		Male		Total	
	No	%	No	%	No	%
B Arts	46	60.5	37	51.4	83	56.1
B Science	9	11.8	11	15.3	20	13.5
B Economics	7	9.2	6	8.3	13	8.8
B Social Work	5	6.6	1	1.4	6	4.1
B Commerce	3	3.9	3	4.2	6	4.1
B App Science	3	3.9	1	1.4	4	2.7
B Education	1	1.3	1	1.4	2	1.4
B Music	1	1.3	0	0.0	1	0.7
B Engineering	0	0.0	1	1.4	1	0.7
B Administration	0	0.0	8	11.1	8	5.4
No degree	1	1.3	3	4.2	4	2.7
TOTAL	76	100.0	72	100.0	148	100.0

Table 3.6 shows that PPP respondents came from a wide and varied undergraduate degree background, with the most popular undergraduate degree being Bachelor of Arts (BA). Of the female respondents, 60.5% had a BA degree whereas for the male the rate was 51.4%. It should also be noted that twelve (six females and six males) had more than one undergraduate degree each. In two types of qualifications, there were marked differences between the genders and they were in the Bachelor of Social Work and the Bachelor of Administration. The former had more female respondents whereas in the latter they were all male respondents. 78.4% of the respondents came from three undergraduate degrees, namely Bachelor of Arts, Bachelor of Science and Bachelor of Economics.

Table 3.7 Respondents' Year of Commencement of PPP

Year	Female		Male		Total	
	No	%	No	%	No	%
1985	2	2.6	2	2.8	4	2.7
1986	6	7.9	3	4.2	9	6.1
1987	3	3.9	8	11.1	11	7.4
1988	9	11.8	3	4.2	12	8.1
1989	5	6.6	9	12.5	14	9.5
1990	7	9.2	9	12.5	16	10.8
1991	12	15.8	11	15.3	23	15.5
1992	12	15.8	18	25.0	30	20.3
1993	20	26.3	9	12.5	29	19.6
Total	76	100.0	72	100.0	148	100.0

A higher percentage of responses came from later year intakes into the PPP than earlier years, with nearly 40% of respondents from the 1992 and 1993 intakes. There were differences in response rates between the genders in some years. For instance there were more female respondents from 1988 and 1993 intakes than males (twice as many females than males). But from the 1987, 1989 and 1992 intakes more male respondents than females. In the other years, the differences between the genders were not so marked.

Table 3.8 Respondents' Employment Status at Commencement of PPP by Gender

Type of Employment	Female		Male		Total	
	No	%	No	%	No	%
Not employed	2	2.6	1	1.4	3	2.0
Full-time student	1	1.3	3	4.2	4	2.7
Non-Public Sector	15	19.7	4	5.6	19	12.8
Public sector	58	76.3	64	88.9	122	82.4
Total	76	100.0	72	100.0	148	100.0

Table 3.8 indicates that more female respondents were employed in the non-public sector than male respondents when they commenced their PPP. Over 82% of respondents were employed in the public sector at the commencement of their PPP course, with more males than females employed in that sector. Full-time students and those not employed formed the smallest proportion of PPP students (less than 5%).

Table 3.9 Employment Classification of Respondents at Commencement of PPP

Job Classification	Female		Male		Total	
	No	%	No	%	No	%
ASO 2/ (GAA)	1	1.3	1	1.4	2	1.4
ASO 3	3	3.9	1	1.4	4	2.7
ASO 4	2	2.6	3	4.2	5	3.4
ASO 5	7	9.2	13	18.1	20	13.5
ASO 6	22	28.9	18	25.0	40	27.0
SOG C	15	19.7	15	20.8	30	20.3
SOG B	8	10.5	12	16.7	20	13.5
SOG A	0	0	0	0	0	0
SES	0	0	1	1.4	1	0.7
Not in Public sector	15	19.7	4	5.6	19	12.8
Full-time student	1	1.3	3	4.2	4	2.7
Not in employment	2	2.6	1	1.4	3	2.0
Total	76	100.0	72	100.0	148	100.0

The PPP had attracted a high proportion of public sector employees in the ASO 6 and the Senior Officer grade C (SOG C) levels for both genders. The only noticeable

differences in employment classifications between female and male respondents were in the ASO 5, SOG B and those in full-time study where there were significantly more males in those three groups than females. As stated above, female respondents outnumbered males in non-public sector employment. In the public sector environment, the ASO 6 and SOG C levels are considered middle management levels and those who aspired to further their career would undertake further study to improve their promotion prospects.

The above information concerning the profile of respondents' employment classification at their commencement of PPP is consistent with the aspirations of public sector officers at these two levels. Further analysis of the data would confirm that levels around ASO 6 and below were the biggest beneficiaries of PPP qualifications in terms of achieving promotions and career goals.

3.2 Reasons for Undertaking PPP

Table 3.10 Analysis of Respondents' Reasons for Undertaking PPP

Reasons	Female		Male		Total	
	No	%	No	%	No	%
Personal Development	32	42.1	34	47.2	66	44.6
Career Change	26	34.2	19	26.4	45	30.4
Improve Promotion	15	19.7	16	22.2	31	20.9
Others	3	3.9	3	4.2	6	4.1
Total	76	100.0	72	100.0	148	100.0

In twelve cases, respondents had indicated more than one reason for undertaking the PPP. Given that this was so, account was also taken of other comments provided in the questionnaire which could help to decide into which category to classify them. Overall, around 45% of respondents indicated personal development as the main reason for undertaking PPP. It is surprising that only around 21% of respondents indicated improvement of promotion prospects as the reason for undertaking the Program. There were marked differences between female and male respondents in their reasons for undertaking PPP. More females indicated that they enrolled in PPP to assist them with a change in their career direction: females 34.2% and males 26.4%. More males (47.2%) than females (42.1%) cited personal development as the main reason for undertaking the course. Marginally more male respondents gave the "improvement of promotion" as the reason for

undertaking PPP than female respondents.

3.3 Entry Level to PPP

Table 3.11 Respondents' Initial Entry Status to PPP

PPP Level	Female		Male		Total	
	No	%	No	%	No	%
Certificate	7	9.2	8	11.1	15	10.1
Grad. Diploma	54	71.1	49	68.1	103	69.6
Masters	15	19.7	15	20.8	30	20.3
Total	76	100.0	72	100.0	148	100.0

Table 3.11 indicates that the Graduate Diploma course attracted more enrolments than the Masters (three times as many). This is clearly due to the fact that a degree of Honours 2 (A) or better is required for direct admission to the Masters degree. From the table it was clear that nearly 70% of respondents initially enrolled to undertake the Graduate Diploma course. Marginally more female than male respondents enrolled at the Graduate Diploma level. At the Master level, an equal number of male and female respondents had enrolled, but the proportion of males was slightly higher than that of females. Because the Graduate Certificate level is relatively new, there were relatively few respondents from this group.

3.4 Initial Enrolment Student Status

Table 3.12 Enrolment Status of PPP Students

Enrolment status	Female		Male		Total	
	No	%	No	%	No	%
Full-time	9	11.8	8	11.1	17	11.5
Combination	6	7.9	7	9.7	13	8.8
Part-time	61	80.3	57	79.2	118	79.7
Total	76	100.0	72	100.0	148	100.0

Table 3.12 shows that nearly 80% of respondents enrolled as part-time students. There were only marginal differences between female and male respondents in term of student status. There were no major differences between the genders, the largest being 1.9% in respect of the "combination" status. The "combination" status

referred to the situation whereby participants completed part of their course in one status eg as part-time student, but changed to full-time half way through their course or vice versa. It would normally cover students who had changed their status during the course. Later analysis of the level of employer support indicated that a number of students had received scholarships from their employers which enabled them to study full-time following an initial period of registration as part-timers.

3.5 Level of Support from Employer/s

Table 3.13 Support from Employers to Undertake PPP

Level of Support	Female		Male		Total	
	No	%	No	%	No	%
Time off to attend lectures	65	85.5	61	84.7	126	85.1
No Support	11	14.5	11	15.3	22	14.9
Total	76	100.0	72	100.0	148	100.0

From the table it would appear that the level of support given to female and male respondents by employers to undertake the PPP was fairly even. A high proportion of respondents (85.1%) had received support to undertake PPP. In addition to being granted time off to attend lectures and tutorials, 59 of the respondents (representing 39.8%) also received financial assistance in the form of having their HECS reimbursed by, or receiving part/full scholarship from, employers. Table 3.14 outlines the level and type of financial assistance given to respondents.

Table 3.14 Level of Financial Support from Employers

Type of Financial Support	Female		Male		Total	
	No	%	No	%	No	%
HECS	15	62.5	25	71.4	40	67.8
Part Sch'ship	5	20.8	7	20.0	12	20.3
Full Sch'ship	4	16.7	3	8.6	7	11.9
Total	24	100.0	35	100.0	59	100.0
%	40.7		59.3		100.0	

From the table it is clear that the most popular financial assistance granted to respondents was in the form of reimbursement of HECS (67.8%). In addition, more

male respondents received financial assistance than females (59.3% and 40.7% respectively). Out of a total of 148 respondents, only 59 (around 40%) had received financial support from employers. The lowest proportion of financial assistance was in the form of full scholarship which was the most expensive type of assistance. More male respondents had received HECS reimbursement than female respondents (71.4% as compared to 62.5%). However, slightly more female respondents had received full scholarship than their male counterparts.

3.6 Respondents who had Formally Withdrawn from PPP without completion

The questionnaire requested respondents to indicate why they withdrew from the Program and seven of the main reasons were included in the questionnaire. Again the seven reasons were neither exhaustive nor mutually exclusive. By far the most common reasons given were work and family pressures. Two respondents withdrew because of relocation of their employment to interstate and overseas. Table 3.15 shows the distribution of reasons for non-completion of the course.

Table 3.15 Reasons for non-completion of PPP

Reasons:	Female		Male		Total	
PPP did not /would not/due to:	No	%	No	%	No	%
Meet personal development needs	1	11.1			1	5.9
Assist career change					0	0
Improve promotion prospects			1	12.5	1	5.9
Meet expectations	1	11.1			1	5.9
Work pressure	3	33.3	1	12.5	4	23.5
Family reasons	3	33.3	1	12.5	4	23.5
Other - health	1	11.1	2	25.0	3	17.6
Other - relocation			2	25.0	2	11.8
Other - self esteem			1	12.5	1	5.9
Total	9	100.0	8	100.0	17	100.0
%	52.9		47.1		100.0	

Seventeen of the respondents withdrew from the PPP, representing 11.5% of respondents. There was only a marginal difference between the genders in terms of the number of respondents who withdrew from the Program (53% females and 47% males). The real difference was in the reasons given for withdrawing from the course. For the female respondents, 66.6% gave work pressure and family reasons for discontinuing the PPP. Whereas, for the males, 50% gave up because of employment relocation and health reasons. Work pressure, family reasons and

health accounted for nearly 65% of respondents' reasons for withdrawing (11 out of 17 respondents).

Table 3.16 Marital and Family Status of Respondents who Withdrew from PPP

Status	Female		Male		Total		% by Marital Category
	No	%	No	%	No	%	
Married with child/ren	2	22.2	5	62.5	7	87.5	
Married w/out child/ren	1	11.1	0	0	1	12.5	
Sub-total - married	3	33.3	5	62.5	8	100.0	47.1
Divorced with child/ren	3	33.3	1	12.5	4	100.0	
Divorced w/out child/ren	0	0	0	0	0	0	
Sub-total - Divorced	3	33.3	1	12.5	4	100.0	23.5
Single with child/ren	1	11.1	0	0	1	20.0	
Single w/out child/ren	2	22.2	2	25.0	4	80.0	
Sub-total - Single	3	33.3	2	25.0	5	100.0	29.4
Total	9	100.0	8	100.0	17		100.0

Table 3.16 indicates that female respondents who withdrew from the PPP were evenly spread over the three marital categories, 33.3% each. Whereas in the case of male respondents, the category "married with children" predominated with its proportion much higher than females. For those who had withdrawn, for both genders, a high proportion had children.

Table 3.17 Comparison of Prior Degrees of Respondents who Withdrew from PPP To Total Respondents

Prior Degree	Female		Male		Total		Total Respondents	
	No	%	No	%	No	%	No	%
No Degree	1	11.1	1	12.5	2	11.8	4	2.7
Pass	6	66.7	5	62.5	11	64.7	88	59.5
Honour	1	11.1	1	12.5	2	11.8	29	19.6
Grad	0	0	1	12.5	1	5.9	16	10.8
Diploma								
Masters							7	4.7
PhD	1	11.1	0	0	1	5.9	4	2.7
Total	9	100.0	8	100.0	17	100.0	148	100.0

To analyse whether those who withdrew from PPP were any different from the total respondents in terms of previous academic achievements, a comparison was made of the prior degrees of both groups. In all categories, there were some differences between the "withdrawn" group and total respondents. However the differences between the two groups were more pronounced in some categories than others, such as in the "No degree", Honours and Master degrees categories. In the "No degree" category, one of the respondents withdrew because of employment relocation (overseas). Although the respondent in question did not hold a formal degree from a university or from a former college of advanced education, he had qualification for his field of employment.

The proportion of Honours graduates withdrawing was lower than the proportion of Honours graduates in the total respondents (11.8% and 19.6% respectively). Although the number of respondents with a prior Master degree is small (seven only), there was no withdrawal from this group of respondents.

Because Pass degree respondents constituted around 60% of total respondents, it was not surprising that withdrawal rate from this group was around 65%.

3.7 PPP Meeting the needs and Objectives of Continuing Students

Table 3.18 The Extent PPP meets the Needs/Objectives of Respondents (Continuing Students)

Extent PPP has met Needs/objectives	Female		Male		Total	
	No	%	No	%	No	%
Did not comment	3	7.3			3	4.6
Not at all						
Some extent	8	19.5			8	12.3
Fair extent	12	29.3	10	41.7	22	33.8
Large extent	18	43.9	14	58.3	32	49.2
Total	41	100.0	24	100.0	65	100.0
% of Respondents	63.1		36.9		100.0	

Analysis of responses to question 7 as outlined in Table 3.18, would suggest that PPP has met the needs and objectives of continuing students. There were more female respondents than males in the "continuing student" category (63% females and nearly 37% males). Just under 50% of respondents in this group had indicated that

the PPP has met their needs and objectives to a large extent. All male respondents' comments were confined to two categories only, namely "large extent" and "fair extent", therefore their percentages in each of these two categories were higher than the females. The female respondents comments were more varied and ranged from "did not comment" to "large extent". A small proportion, representing 4.6% of respondents (all females) did not comment on this question. Not a single respondent of the continuing student group had responded negatively to this question (the "Not at all" category).

Table 3.19 Number of Respondents who have Graduated, Continuing and Withdrawn

Status of Students	Female	Male	Total	Respondents	% Total Respondents
				Graduates %	Total %
Graduated -Masters	14	19	33	50	
Graduated -Grad Diploma	9	16	25	37.9	
Graduated- Grad Certificate	3	5	8	12.1	
Total Graduates	26	40	66	100	44.6
Continuing students	41	24	65		43.9
Withdrawn from PPP	9	8	17		11.5
TOTAL	76	72	148		100

Of the 148 respondents, 66 had graduated, 65 are continuing students and 17 had withdrawn from the Program without completing it. For respondents who had graduated from the PPP, 50% received the Masters degree, 37.9% received the Graduate Diploma and 12.1% graduated with the Graduate Certificate. The 50% response rate from Master level graduates would suggest that the survey received a higher level of participation from Master degree graduates than from Diploma graduates as there were more students enrolled at the Graduate Diploma level (69.6% and 20.3% of respondents enrolled in Graduate Diploma and Master degree respectively).

3.8 Status of Respondents who have Completed PPP (at Graduate Certificate, Graduate Diploma or Masters Level)

Questions 8 and 9 were specifically targeted at PPP participants who had successfully completed their course. Sixty-six of the respondents had completed PPP

(representing 44.6% of respondents).

Table 3.20 Status of Respondents who have completed PPP

Status	Female		Male		Total	
	No	%	No	%	No	%
Full-time	2	7.7	4	10.0	6	9.1
Part-time	21	80.8	30	75.0	51	77.3
Combination	3	11.5	6	15.0	9	13.6
Total	26	100.0	40	100.0	66	100.0

A high proportion of the respondents completed their course as part-timers (77.3%). Less than 10% completed their course as full-time students. This is understandable and to be expected as not many respondents can afford to do the Program full time unless they receive financial support (scholarship) from employers or their partners. However seven respondents indicated that they were not in employment and four of these identified themselves as full-time students.

3.9 Analysis of Respondents who have completed PPP

Question 9 attempts to determine the extent the course has met graduates' expectations and what they hope to achieve from a successful completion of the course. To answer this question logically respondents need to link it to question 2 - reason for initially undertaking the PPP.

The question on expectations attracted many comments. The first part of the question was intended for respondents to provide comments which could not be adequately addressed by ticking a box.

Generally, respondents had indicated that they expected to gain an insight into the public policy process and be able to get involved with policy development and analysis at their workplaces. Quite a number had identified their desire to broaden their knowledge base by learning about social science subjects such as economics, law and political science in the PPP.

Table 3.21 summarises the results of question 9(b) by gender. A high proportion (60.6%) of PPP graduates indicated that the course had met their expectations to a

large extent. Only a small proportion of graduate respondents (4.5%) had indicated that PPP did not meet their expectations at all.

Table 3.21 Fulfilment of Expectations of Respondents who have completed PPP by Gender

Expectations	Female		Male		Total	
	No	%	No	%	No	%
Did not comment	1	3.8	1	2.5	2	3.0
No at all	1	3.8	2	5.0	3	4.5
Some extent	4	15.4	4	10.0	8	12.1
Fair extent	4	15.4	9	22.5	13	19.7
Large extent	16	61.5	24	60.0	40	60.6
Total	26	100.0	40	100.0	66	100.0
% of Respondents	39.4		60.6		100.0	

For both the female and male respondents, the percentages for each category increased as the comments became more positive. For example, for the females, the "Not at all" category received 3.8%, the "Some extent" and "Fair extent" received 15.4% and the "Large extent" received 61.5%. A similar pattern was evident for the male respondents .

Table 3.22 Analysis of PPP Meeting Graduates' Expectations by Gender by Type of Comment

Expectations	Female		Male		Total	
	No	%	No	%	No	%
Did not comment	1	50.0	1	50.0	2	100.0
No at all	1	33.3	2	66.7	3	100.0
Some extent	4	50.0	4	50.0	8	100.0
Fair extent	4	30.8	9	69.2	13	100.0
Large extent	16	40.0	24	60.0	40	100.0
Total	26	39.4	40	60.6	66	100.0

In two of the categories, namely "Not at all" and "Fair extent", there were marked differences in responses to the question between female and male respondents. In both instances, the percentages were higher from the male respondents than the females (66.7% and 69.2% for males as compared to 33.3% and 30.8% for females respectively). In the last category, "large extent", again the male respondents percentage was higher. This seems to suggest that on the whole, the male PPP graduates had their expectations met to a larger extent than female

graduates. However, taking into account that there were more male PPP graduate respondents than female, the result was not unexpected.

Table 3.23 Analysis of PPP Meeting Graduates' Expectations by Year of Commencement and by Type of Comment

Year	Did not Comment		Not at All		Some Extent		Fair Extent		Large Extent		Total	
	No	%	No	%	No	%	No	%	No	%	No	%
1985									3	7.5	3	4.5
1986			1	33.3			2	15.4	4	10.0	7	10.6
1987					3	37.5	3	23.1	5	12.5	11	16.7
1988					2	25.0	1	7.7	3	7.5	6	9.1
1989					2	25.0	4	30.7	4	10.0	10	15.2
1990	1	50.0							11	27.5	12	18.2
1991							1	7.7	6	15.0	7	10.6
1992	1	50.0	2	66.7	1	12.5	2	15.4	4	10.0	10	15.2
1993											0	0.0
Total	2	100.0	3	100.0	8	100.0	13	100.0	40	100.0	66	100.0

Table 3.23 breaks down further the responses of PPP graduates' expectations by the year of commencement and by the type of comments. As this question was targeted at PPP graduates, no response had been recorded for 1993 intake. In the "Did not comment" category, respondents (3%) came from 1990 and 1992 intakes. The "Not at all" category respondents (representing only 4.5% of respondents who had completed the PPP) came from two years only, namely 1986 and 1992. In the "Some extent" category, respondents from 1987, 1988 and 1989 intakes provided 87.5% for this category. The "Fair extent" category received comments from six out of eight years (every year except 1985 and 1990). This category received a high proportion from the 1989 intake. The "Large extent" category received the largest number of respondents as well as being the only category which had responses from every intake year (ie from 1985 to 1992). This category received a high proportion of respondents from 1990 and 1991 intakes. These two years accounted for 42.5% of comments for this category.

Table 3.24 analyses graduate respondents' expectations by year of intake. The shading in the table highlights the positive comments made by respondents. The Table shows that a very high percentage of the 1985, 1990 and 1991 intakes had indicated that their expectations had been met by the PPP to a large extent. Although the number of respondents from 1985 intake was small (3 only), all of them (100%) had indicated that the PPP had met their expectations to a large extent. The comments from the 1986 intake respondents were more varied, ranging from

"Not at all" to "Large extent" and this last category received the largest number of respondents from that year. Comments from 1987, 1988 and 1989 intakes were spread over the last three categories only. All respondents from the 1990 intake, who had provided comments on expectations indicated that their expectations had been met to a "large extent" (91.7%). Comments from the 1991 intake were shared between the last two categories, but with the "large extent" category receiving 85.7% of the comments.

Table 3.24 Analysis of PPP Meeting Graduate Respondents' Expectations by Year

Year	Did not Comment		Not at All		Some Extent		Fair Extent		Large Extent		Total	
	No	%	No	%	No	%	No	%	No	%	No	%
1985									3	100.0	3	100.0
1986			1	14.3			2	28.6	4	57.1	7	100.0
1987					3	27.3	3	27.3	5	45.5	11	100.0
1988					2	33.3	1	16.7	3	50.0	6	100.0
1989					2	20.0	4	40.0	4	40.0	10	100.0
1990	1	8.3							11	91.7	12	100.0
1991							1	14.3	6	85.7	7	100.0
1992	1	10.0	2	20.0	1	10.0	2	20.0	4	40.0	10	100.0
1993											0	0
Total	2		3		8		13		40		66	
%	3.0		4.5		12.1		19.7		60.6		100.0	

1992 was the only year in which the respondents' expectations covered all the five categories. In spite of the spreading of comments over the five categories, the last category, "Large extent" received the largest percentage of respondents (40%). Of the ten respondents from the 1992 intake, seven had completed with Graduate Certificates and three with Graduate Diplomas (two full-time and one part-time).

From the table it is evident that the overwhelming response to question 9 (b) was in the "Large extent" category. The lowest percentage in this category was 40%, and it came from 1989 and 1992 intakes. This category scored an overall response rate of 60.6%.

Table 3.25 links PPP graduates' level with their prior degrees. There were some differences between female and male respondents' prior degrees and their PPP graduate status. No female respondent with postgraduate qualification higher than a graduate diploma completed the PPP at the Masters level. Whereas two male respondents - one with a PhD and the other with a Masters degree, completed the PPP at the Masters level. Again, there were some marked differences between

female and male respondents at the PPP Graduate Diploma level although it is again proper to note the small number of respondents in most sub-categories. One-third of the female respondents who completed PPP at the Graduate Diploma level had a prior Masters degree. However for the male respondents, only respondents with prior Honours and Pass degrees completed their PPP at the Graduate Diploma level. In other words, male respondents who graduated from the PPP with a Graduate Diploma came from two prior degree groups - Honours and Pass with 93.8% coming from the latter group. At the Graduate Certificate level, there were no respondents with prior postgraduate qualifications.

Table 3.25 Analysis of PPP Respondents' Graduate Level with Prior Degree

Prior Degree	Female				Male			
	Master		Grad Dip		Certificate		Total	
	No	%	No	%	No	%	No	%
PhD			3	33.3			1	2.5
Master			1	11.1			1	2.5
Grad Dip	3	21.4			4	15.4	3	7.5
Honour	4	28.6	2	22.2	1	33.3	4	21.1
Pass	7	50.0	3	33.3	2	66.7	15	93.8
Total	14	100.0	9	100.0	3	100.0	19	100.0
%		53.8		34.6		11.5		47.5

3.11 Career Change or Promotions since completion of PPP

A number of respondents had indicated that their career progression or change of direction in their career was due, in large part, to having successfully completed the PPP. Although some respondents had not achieved promotion since the completion of PPP, it is by no means an indication that undertaking the course had no impact on their career. A high proportion of female respondents had indicated that they had undertaken the PPP for personal development and to assist them in a change of career direction (76.3%). To the extent that they had successfully managed to change the direction of their career and attain personal development, the PPP could be considered to have an impact on the respondents' careers and at the same time have fulfilled its aims.

It was also necessary to consider whether those respondents who had managed to gain promotion would have done so irrespective of whether they had successfully completed the PPP. Analysis is made of respondents' previous degrees and of the

extent to which they constituted an important determinant of career progress.

Table 3.26 Respondents' Career Change and Gaining Promotions Since Commencement of PPP

Employment Status	Female		Male		Total	
	No	%	No	%	No	%
Not stated	13	17.1	4	5.6	17	11.5
No change	19	25.0	20	27.8	39	26.4
Transfer	8	10.5	9	12.5	17	11.5
Promotions	29	38.2	33	45.8	62	41.9
Public sector to non-public sector	1	1.3	2	2.8	3	2.0
Non-public sector to Public sector	4	5.3	1	1.4	5	3.4
Full-time study to employment			1	1.4	1	0.7
Unemployed to being employed	2	2.6	1	1.4	3	2.0
Demotion	0	0.0	1	1.4	1	0.7
Total	76	100.0	72	100.0	148	100.0

The above table shows that nearly 42% of PPP respondents had gained promotion since their commencement of the PPP. For those who had promotion, a number also indicated that they had at least one transfer in their employment, either within the same agency or to another agency.

A high proportion of the respondents who were not employed in the public sector and those who were unemployed at the commencement of the PPP had stated that they undertook the Program to assist them to gain employment in the APS and had been successful.

One respondent changed job and career direction which resulted in him being at a lower level of classification (from an equivalent SES to a level below). However, he pointed out that it was a deliberate decision on his part and he is happier in his current job. Another respondent's career took a backward step after he successfully completed PPP at the Graduate Diploma level. He resigned from the APS and was employed in the private sector as a sales person.

A female respondent who moved from the public sector to the non-public sector had improved her employment status in a manner which was equivalent to two

promotions. This progression in employment status although shown in the above table as moving from "public sector to non-public sector was not included in the "promotions" category.

Table 3.27 Number of Promotions Gained by Respondents Since Commencement of PPP

No of Promotions	Female		Male		Total	
	No	%	No	%	No	%
1 Promotion	21	72.4	23	69.7	44	71.0
2 Promotions	7	24.1	3	9.1	10	16.1
3 Promotions	1	3.4	4	12.1	5	8.1
4 Promotions	0	0.0	3	9.1	3	4.8
Total	29	100.0	33	100.0	62	100.0
% Gender		46.8		53.2		100.0

Sixty-two respondents indicated that they had been promoted once or more since commencement of the PPP. Marginally more male respondents than females had gained promotions. A high proportion of those who had been promoted had only one promotion (72.4% for females and 69.7% for males). The two-promotion category had a higher proportion of female respondents than males. However, more male than female respondents had more than two promotions (21.2% for males and 3.4% for females). The most significant difference between the male and female respondents was in the four-promotion category. While three males managed to gain four promotions since their commencement, no female respondent managed to gain more than three promotions. The majority of respondents who were successful in attaining more than two promotions were in the lower job classification where competition was not as fierce as in the higher classification, eg Senior Officer levels. Further analysis as shown in Tables 3.30 and 3.31 confirmed the above explanation.

Table 3.28 Analysis of Number of Promotions and Prior Degrees of Female Respondents

FEMALE								
Prior Degrees	1 Promotion		2 Promotion		3 Promotion		Total	
	No	%	No	%	No	%	No	%
Master	3	14.3	1	14.3			4	13.8
Grad	2	9.5	1	14.3			3	10.3
Diploma								
Honour	6	28.6	2	28.6			8	27.6
Pass	10	47.6	3	42.9	1	100.0	14	48.3
Total	21	100.0	7	100.0	1	100.0	29	100.0
% Category		72.4		24.1		3.4		100.0

The above table indicates that respondents with prior Pass degrees were doing as well as respondents with higher or Honours degrees in terms of obtaining promotions. An interesting fact to emerge from the survey was that the only female respondent who managed to achieve three promotions had withdrawn from the PPP. Her prior undergraduate degree was a Pass degree. However she was an ASO 2/3 when she commenced the PPP and was promoted to an ASO 6. In the one and two promotion categories, respondents with a prior Masters degree had equal proportions in those two categories. The same observation applied to respondents with prior Honours degrees.

Table 3.29 Analysis of Number of Promotions and Prior Degrees of Male Respondents

MALE									
Prior Degrees	1 Promotion		2 Promotions		3 Promotions		4 Promotions		Total
	No	%	No	%	No	%	No	%	No %
PhD	1	4.3							1 3.0
Master									0 0
Grad	3	13.0							3 9.1
Diploma									
Honour	4	17.4	2	66.7	1	25.0			7 21.2
Pass	14	60.9	1	33.3	3	75.0	3	100.0	21 63.6
No Degree	1	4.3							1 3.0
Total	23	100.0	3	100.0	4	100.0	3	100.0	33 100.0
% Category		69.7		9.1		12.1		9.1	

The success of male respondents with prior Pass degrees in attaining promotions was even better than female respondents. Whereas female respondents with higher degrees had more success than their male counterparts in gaining multiple

promotions. In terms of multiple promotions, male respondents with Honours and Pass degrees had better success than respondents with postgraduate qualifications. This could suggest that PPP experience/qualification was "adding value" to Pass and Honours degree respondents in terms of achieving promotions in their career. Further investigation and analysis would be needed to confirm this hypothesis.

Like the analysis of female respondents' promotion and prior degrees, the greatest number of promotions were achieved by male respondents with prior Pass degrees (the four-promotion category). The other inference which could be made was that PPP participants who already held postgraduate degrees (Masters and PhDs) had attained sufficient qualifications to improve their promotability without undertaking further postgraduate qualifications, be it PPP or some other postgraduate course. The PPP had minimum effect in terms of attaining promotions for those respondents who already held postgraduate degrees (Masters and PhD).

Table 3.30 Number of Promotions of Female Respondents and Job Classification at Commencement of PPP

FEMALE							
Job Classification	1 Promotion		2 Promotions		3 Promotions		Total
	No	%	No	%	No	%	No %
ASO 2/ GAA							
ASO 3			1	14.3	1	100	2 6.9
ASO 4	1	4.8	1	14.3			2 6.9
ASO 5	3	14.3	3	42.9			6 20.7
ASO 6	12	57.1	2	28.6			14 48.3
SOG C	5	23.8					5 17.2
SOG B							0 0.0
Total	21	100.0	7	100.0	1	100	29 100.0

The above table illustrates clearly that female respondents at the ASO 6 level had a higher proportion (48.3%) of promotions than any other level. Two respondents at the ASO 3 level managed to attain multiple promotions between commencement of the PPP and the end of last year. In the two-promotion category, 71.5% of respondents came from level ASO 5 and below. Female respondents at SOG B level did not achieve any promotion at all. The emerging picture is that levels from ASO 6 downwards had greater success in gaining not only one promotion but multiple promotions. This in part is due to the big increase in senior officer levels in APS and this provided opportunities for lower levels to advance. A number of

papers prepared by the Department of Finance concluded that promotion prospects for senior officers to the next level had been reduced in recent years and senior officers were seeking lateral mobility as a means to broaden their experience and attain job satisfaction.²

An analysis of male respondents' promotions shows that they fared better than the female respondents in the area of gaining multiple promotions. However the male respondents' promotion pattern was quite similar to the females in that a higher proportion of multiple promotions came from level ASO 6 and below. As already noted, three male respondents had spectacular rises in their career by gaining four promotions in a relatively short period of time. One of them was promoted from an ASO 6 to an SES in less than nine years. Another respondent, a Senior Officer grade B had three promotions, from SOG B to SES Band 2 level.

Table 3.31 Number of Promotions of Male Respondents and Job Classification at Commencement of PPP

MALE									
Job Classification	1 Promotion		2 Promotions		3 Promotions		4 Promotions		Total
	No	%	No	%	No	%	No	%	No %
ASO 2/ GAA							1	33.3	1 3.0
ASO 3							1	33.3	1 3.0
ASO 4	1	4.3			1	25.0			2 6.1
ASO 5	6	26.1	2	66.7	1	25.0			9 27.3
ASO 6	9	39.1	1	33.3	1	25.0	1	33.3	12 36.4
SOG C	6	26.1							6 18.2
SOG B	1	4.3			1	25.0			2 6.1
Total	23	100.0	3	100.0	4	100.0	3	100.0	33 100.0

A number of respondents indicated that they undertook the PPP to assist them to change their career direction. To the extent that they managed to change their career direction by a successful completion of the PPP and indicated that PPP had a positive effect, such a change could be considered as a successful outcome for PPP. Transfer or lateral mobility was an increasingly popular source of recruitment in the APS. A recent Department of Finance Working paper found that lateral mobility had increased substantially at senior officer levels in recent years because of reduced promotion opportunities to the next level.³

²Promotion Prospects for Senior Officers Grade C, Department of Finance Working Paper, June 1993 Senior Officer Selection by APS Agencies, Department of Finance Working Paper, June 1994.

³Senior Officer Selection by APS Agencies, Department of Finance Working Paper, June 1994.

Table 3.32 Number of Transfers Effected by Respondents Since Commencement of PPP

No of Transfers	Female		Male		Total	
	No	%	No	%	No	%
1 Transfer	3	37.5	4	44.4	7	41.2
2 Transfers	4	50.0	2	22.2	6	35.3
3 Transfers	1	12.5	1	11.1	2	11.8
4 Transfers			2	22.2	2	11.8
Total	8	100.0	9	100.0	17	100.0
% Gender		47.1		52.9		100.0

Table 3.32 shows the number of transfers effected by respondents since they commenced PPP. The pattern and composition of respondents who were successful in gaining transfer tended to mirror the promotion outcome (refer to Table 3.27). Like the promotion outcome, marginally more male respondents had transfers than female respondents. In the two-transfer category, there were twice as many females as males. However, in the four-transfer category, there was no female respondent but two male respondents had four transfers since they commenced the PPP. It is noted that Table 3.32 only shows respondents who had gained transfer(s) and consequently does not include respondents who gained promotion as well as transfers.

3.12 Effect of PPP Experience on Respondents' Career

Around two-thirds of the respondents indicated that their PPP experience had some effect on their career, ranging from "Slight effect" to "Very significant effect". Table 3.33 gives a broad picture of respondents' assessment of the PPP effect on their careers to date.

Table 3.33 Analysis of PPP Effect by Gender

PPP Effect	Female		Male		Total	
	No	%	No	%	No	%
No Comment	16	21.1	7	9.7	23	15.5
No Effect	9	11.8	17	23.6	26	17.6
Slight Effect	20	26.3	23	31.9	43	29.1
Significant Effect	20	26.3	14	19.4	34	23.0
Very Significant Effect	11	14.5	11	15.3	22	14.9
Total	76	100.0	72	100.0	148	100.0

There were significant response differences between the genders in the "No comment" and "No effect" categories. More female respondents did not comment than males. Further analysis showed that a high proportion of those female respondents who did not comment were in the 1993 intake and indicated that it was too early for them to comment. Nearly twice as many male respondents commented that the PPP experience had no effect on their career as did female respondents (23.6% and 11.8% respectively). In terms of positive PPP effect, there were only minor differences between male and female in two categories - "Slight effect" and "Significant effect". In the former, there were more males than females, whereas, in the latter, there were more females than males.

Table 3.34 Analysis of PPP Effect by Intake Year and by Type of Comment

Year	No Comment		No Effect		Slight Effect		Significant Effect		Very Significant Effect		Total	
	No	%	No	%	No	%	No	%	No	%	No	%
1985			1	3.8	1	2.3	2	5.9			4	2.7
1986	1	4.3			1	2.3	4	11.8	3	13.6	9	6.1
1987			4	15.4	4	9.3	2	5.9	1	4.5	11	7.4
1988			1	3.8	5	11.6	5	14.7	1	4.5	12	8.1
1989			1	3.8	6	14.0	6	17.6	1	4.5	14	9.5
1990	1	4.3	4	15.4	1	2.3	3	8.8	7	31.8	16	10.8
1991	3	13.0	1	3.8	8	18.6	4	11.8	6	27.3	22	14.9
1992	5	21.7	9	34.6	9	20.9	4	11.8	3	13.6	30	20.3
1993	13	56.5	5	19.2	8	18.6	4	11.8			30	20.3
Total	23	100.0	26	100.0	43	100.0	34	100.0	22	100.0	148	100.0
%		15.5		17.6		29.1		23.0		14.9		100.0

Table 3.34 shows that over 70% of "No Comment" category respondents came from the 1992 and 1993 intakes, which was not an unexpected outcome, as those respondents may consider it too early for PPP to have had an impact on their career. In the "No effect" category, the 1992 intake showed a higher percentage than the 1993 intake, which was a surprising result, as one would expect the 1993 (more current) intake to make that comment. In the "Slight effect" category, the last three years' intakes provided 58% of the respondents for that category. 29.1% of total respondents indicated that PPP had a "Slight effect" on their career. This category received the largest percentage compared to the other four categories.

Respondents who had rated the PPP's effect on their career as "Significant" were more evenly distributed over the years than the other four categories. This category received the second largest percentage of total respondents (23%). In the "Very significant effect" category, 31.8% of the respondents came from the 1990 intake. Over 70% of the early 1990s intake (1990 to 1992) considered the PPP experience had a "Very significant effect" on their career. This category received the lowest percentage of respondents (14.9%) among all the categories.

Table 3.35 shows whether respondents' prior degrees had any influence over their assessment of the PPP effect on their career. Over 67% of the female respondents indicated that undertaking the PPP course had an effect on their career. In the "No comment" category, the respondents came mainly from the Graduate Diploma and Pass degree groups. Only 13.2% of respondents indicated that the PPP had "No

Table 3.35 Prior Degrees of Female Respondents and PPP Effect on their Career

FEMALE												
Type of Degrees	No Comment		No Effect		Slight Effect		Significant Effect		Very Significant Effect		Total	
PhD Master Grad Dip Honour Pass No degree Total %	No	%	No	%	No	%	No	%	No	%	No	%
		0		0	1	5.0		0		0	1	1.3
	2	13.3		0	1	5.0	2	10.0	0	0	5	6.6
	5	33.3		0	2	10.0	0	0.0	2	18.2	9	11.8
	2	13.3	3	30.0	3	15.0	4	20.0	3	27.3	15	19.7
	6	40.0	7	70.0	13	65.0	13	65.0	6	54.5	45	59.2
		0.0		0.0		0.0	1	5.0		0.0	1	1.3
	15	100.0	10	100.0	20	100.0	20	100.0	11	100.0	76	100.0
19.7		13.2		26.3		26.3		14.5		100		

effect" on their career and they came from respondents with prior Pass and Honours degrees. The "Slight effect" category attracted respondents from all the prior degree groups except the "No degree" group. The "Significant effect" category attracted a high proportion of respondents from prior Pass and Honours degree holders. A respondent who had no undergraduate degree considered the PPP had a significant effect on her career. Eleven female respondents (representing 14.5%) indicated that the PPP course had a very significant effect on their career. More than half of this group had Pass degrees (54.5%). No respondents who possessed a Masters degree prior to the PPP considered that the PPP had a very significant effect on their career. In all the categories, the Pass degree respondents predominated, which was to be expected as they represented the largest single group.

Table 3.36 shows the relationship between respondents' prior degrees and their assessment of the effect of the PPP on their career.

The female respondent who had a PhD prior to undertaking PPP withdrew from the course (due to the pressure of juggling family needs and work commitments), indicated that the PPP had a slight effect on her career. None of the five female respondents who held Masters degrees prior to undertaking the PPP considered that the PPP had a very significant effect on their careers.

Table 3.36 Analysis of Female Respondents' Prior Degrees with PPP Effect

FEMALE											
Type of Degrees	No Comment		No Effect		Slight Effect		Significant Effect		Very Significant Effect		Total
	No	%	No	%	No	%	No	%	No	%	No %
PhD					1	100.0					1 100.0
Master	2	40.0			1	20.0	2	40.0	0	0	5 100.0
Grad	5	55.6		0	2	22.2	0	0.0	2	22.2	9 100.0
Dip											
Honour	2	13.3	3	20.0	3	20.0	4	26.7	3	20.0	15 100.0
Pass	6	13.3	7	15.6	13	28.9	13	28.9	6	13.3	45 100.0
No degree							1	100.0			1 100.0
Total	15	19.7	10	13.2	20	26.3	20	26.3	11	14.5	76 100.0

Respondents with prior Graduate Diplomas provided more variable answers, ranging from "No comment" (55.6%) to "Very significant effect" (22.2%). A high proportion of female respondents with a prior Masters degree (40%) or Graduate

Diploma (55.6%) did not provide any response to the question of the PPP experience on their career. The effects of the PPP on Honours and Pass students were more evenly distributed than on respondents with prior higher degrees.

For the male respondents shown in Table 3.37, a very high proportion of comments for each category came from respondents with prior Pass degrees. Again, this was not unexpected as around 60% of respondents were from Pass degree holders. Two-thirds of "No comment" category came from prior Pass degree students, with the balance distributed equally between PhD and Honours degrees.

Table 3.37 Male Respondents' Prior Degrees and PPP Effect on their Career

MALE												
Type of Degrees	No Comment		No Effect		Slight Effect		Significant Effect		Very Signi- ficant Effect		Total	
PhD Master Grad Dip Honour Pass No degree	No	%	No	%	No	%	No	%	No	%	No	%
	1	16.7	1	5.9	0	0	1	6.7	0	0	3	4.2
		0.0		0.0	1	4.3	0	0.0	1	9.1	2	2.8
		0.0	2	11.8	4	17.4	1	6.7	0	0.0	7	9.7
	1	16.7	3	17.6	3	13.0	4	26.7	3	27.3	14	19.4
	4	66.7	11	64.7	12	52.2	9	60.0	7	63.6	43	59.7
		0.0		0.0	3	13.0	0	0.0		0.0	3	4.2
Total	6	100.0	17	100.0	23	100.0	15	100.0	11	100.0	72	100.0
%	8.3		23.6		31.9		20.8		15.3		100	

Although a high proportion of the "No effect" category came from respondents with prior Pass degrees, 17.6% came from respondents who had prior postgraduate qualifications (PhD and Graduate Diplomas). 31.9% of the respondents indicated that the PPP had a slight effect on their career including three respondents with no undergraduate degrees.

86.7% of the respondents who indicated that the PPP had a "Significant effect" on their career were from prior Honours and Pass degrees respondents

In the "Very significant effect" category, 63.6% of the respondents came from the Pass degree group. Respondents with prior PhD and Graduate Diploma degrees did not consider that undertaking the PPP had a "Very significant effect" on their career. Apart from the respondents with Pass degree, the Honours degree respondents were more positive about the effect of the PPP on their career. 26.7%

of Honours graduates indicated that the PPP had a significant effect on their career and a slightly higher percentage (27.3%) indicated that PPP had a very significant effect. Over 90% of male respondents who possessed either a Pass or an Honours degree considered that the PPP experience had a "very significant effect" on their career. This would suggest that PPP participants who do not hold a prior postgraduate qualification tend to maximise their promotion prospects by undertaking the PPP course. The above information would also suggest that for respondents who already hold postgraduate degrees, the acquisition of an additional postgraduate qualification would only add marginal value to their promotion prospects.

Table 3.38 Analysis of Male Respondents Prior Degree with PPP Effect

MALE												
Type of Degrees	No Comment		No Effect		Slight Effect		Significant Effect		Very Significant Effect		Total	
	No	%	No	%	No	%	No	%	No	%	No	%
PhD	1	33.3	1	33.3	0	0	1	33.3	0	0	3	100.0
Master					1	50.0	0	0.0	1	50.0	2	100.0
Grad			2	28.6	4	57.1	1	14.3	0		7	100.0
Dip												
Honour	1	7.1	3	21.4	3	21.4	4	28.6	3	21.4	14	100.0
Pass	4	9.3	11	25.6	12	27.9	9	20.9	7	16.3	43	100.0
No degree					3	100.0	0				3	100.0
Total	6		17		23		15		11		72	
%	8.3		23.6		31.9		20.8		15.3		100	

While three male respondents with PhDs responded, only one considered that the PPP had a significant effect on his career. The other two either did not comment or indicated that it had no effect. Two respondents with prior Masters degrees were more positive about the PPP effect on their career. Both indicated that PPP had some effect on their career, from slight effect to very significant effect. Over 50% of respondents with prior Graduate Diploma stated the PPP had a slight effect on their career. Respondents with prior PhD and Graduate Diploma did not consider that undertaking PPP had a very significant effect on their career.

Respondents with prior Honours degrees were very positive about the PPP effect on their career. Proportionally there were more prior Honours degree respondents who indicated that the PPP had a "significant effect" and "very significant effect" on their career than respondents with Pass degrees. Both the Honours and Pass degree

respondents' comments covered the five categories.

Table 3.39 Analysis of Female Respondents' Career Outcomes with their PPP Qualification Levels

Female								
PPP Effect Outcome	Master		Grad Dip		Grad Cert		Total	
	No.	%	No.	%	No.	%	No.	%
Not in APS			1	11.1			1	3.8
Not stated	1	7.1					1	3.8
No Change		0.0	1	11.1	1	33.3	2	7.7
Transfer	1	7.1	1	11.1	1	33.3	3	11.5
One Promotion	7	50.0	4	44.4			11	42.3
Two Promotions	2	14.3	1	11.1	1	33.3	4	15.4
Public Sector to Non-Public Sector	1	7.1					1	3.8
Non- Public Sector to Public Sector	1	7.1					1	3.8
F/time study to employment	1	7.1					1	3.8
Unemploy't to employ't		0.0	1	11.1			1	3.8
Total	14	100.0	9	100.0	3	100.0	26	100.0
%		53.8		34.6		11.5		100.0

From the above table, it is clear that female respondents who graduated from PPP at Masters level achieved a better outcome in terms of attaining promotion. Fourteen out of 26 female respondents (representing 53.8%) who had been promoted since the commencement of PPP graduated at Masters level. Two of the Masters level graduates changed their employment sector. One of them achieved a better employment package in the private sector which is equivalent to two promotions but that was not reflected in the above table.

Proportionally, more PPP Masters level graduates (63.2%) had attained promotion since the commencement of the PPP than Graduate Diploma graduates (50.1%). In terms of achieving more than one promotion since their commencement of the PPP, the Masters level graduates had more success than Graduate Diploma graduates (42.1% as compared with 12.6%).

Table 3.40 Analysis of Male Respondents' Career Outcomes with their PPP Qualification Levels

Male							
PPP Effect Outcome	Master		Grad Dip		Grad Cert		Total
	No.	%	No.	%	No.	%	No. %
Not stated			1	6.3			1 2.5
No change	2	10.5	2	12.5	2	40.0	6 15.0
Transfer	2	10.5	2	12.5	1	20.0	5 12.5
One Promotion	4	21.1	6	37.5	2	40.0	12 30.0
Two Promotions	3	15.8		0			3 7.5
Three Promotions	3	15.8	1	6.3			4 10.0
Four Promotions	2	10.5	1	6.3			3 7.5
Public Sector to Non-public sector	1	5.3	1	6.3			2 5.0
Non-public sector to public sector	1	5.3					1 2.5
F/time study to employment	1	5.3					1 2.5
Unemploy't to employ't			1	6.3			1 2.5
Demotion			1	6.3			1 2.5
Total	19	100.0	16	100.0	5	100.0	40 100.0
%		47.5		40.0		12.5	

Of the male respondents who had graduated (40), a higher proportion graduated with Masters degrees (47.5%) than with a Graduate Diploma (40%). The same pattern is reflected in the female respondents. In the case of the female graduates, the difference in the proportion who graduated at Masters level and those at Graduate Diploma level was more pronounced (53.8% and 34.6% respectively) than was the case in respect of the male respondents.

4. CONCLUSIONS

The overall picture emerging from comments made by past and present PPP students was that the course was a worthwhile undertaking. The PPP is a relatively new course when compared with other mainstream and established postgraduate courses such as Master of Arts and Master of Business Administration offered by universities around Australia. Like any new course, it has undergone changes in terms of content of the course and teaching staff. A number of the PPP units have changed their names, but the core content of the units has remained substantially the same. In assessing the PPP as a whole through comments made by respondents, it is essential to take into account the passage of time and the changes which have taken place within the Program since the respondents completed their course. There is a balance to be struck between the effect of the PPP on earlier students and on those who are still undertaking the program or completed their course last year. The effect on earlier students may be different from recent graduates because the content of the course has changed or the teaching staff have changed.

There was a higher response rate from later years' intake than the earlier years. This could in part, be due to the fact that former PPP students had moved since their completion of the Program. The better response rate from more "current" students (especially those who were no longer enrolled in the Program) could be due to their "emotional attachment" to the PPP not having been eroded by the passage of time.

The gathering of personal profile information on PPP students and linking these profiles to outcomes would provide invaluable information for the Program. It would assist PPP in its selection of applicants to undertake the course.

A number of earlier graduates have achieved success in terms of progression in their career within the APS. However this progression has to be assessed against the economic climate of the mid to late 1980s in which the APS staff composition and structure underwent changes. For example, the APS underwent a major restructuring in 1987 in which a flatter administrative structure was introduced.

In addition, in the last few years, there has been a dramatic reduction of APS staff at the lower levels (ASO 1 and 2 levels) and significant increase of SOG Cs and SOG Bs. According to a Department of Finance publication, the SOG C level had the

most dramatic increase of 45% over a three-year period from 1988-89 to 1990-1991.⁴ This would certainly have increased the promotion opportunities for staff below the SOG C level. This is borne out in the analysis in which a high proportion of respondents who were in the ASO 6 level and below at their commencement of the PPP were successful in gaining at least one promotion. A high proportion of those obtaining multiple promotions were from levels below ASO 6.

Analysis of the survey results shows that the PPP most attracted students who were employed at the ASO 6 and SOG C levels .

On the whole, a high proportion of the respondents were very positive about the PPP. Quite a number of the respondents attributed their success in their career directly to having undertaken the PPP. For example, a male respondent who was not in the mainstream APS employment at his commencement of the Program, gave his reason for undertaking PPP: to assist with change in career direction, *"wanted to work for (a minister) as an adviser"*. He applied for the desired position and was successful within a week of notification of gaining his Masters from PPP. He indicated that the PPP experience had a very significant effect on his promotion and career. In addition, he made some general comments (which were also made by other respondents) and they included the following points:

- *Very happy, in retrospect, with breadth and depth of course;*
- *Was a struggle for all concerned - appreciate the support and perseverance from PPP staff;*
- *From several years perspective, the interdisciplinary seminars/case studies were the single most useful element of the course - in fact invaluable. They made the course worthwhile doing it and they have had lasting impact. This practical dimension is vital.*

One female respondent gave an equally positive assessment of the course. She had two promotions since she commenced the PPP. Her comments included the following statements:

- *I was very happy with the course. When I started I was a going nowhere, an ASO 3 with a bad reputation;*
- *As a result of completion of the first two units of the Graduate Diploma , I*

⁴Australian Public Service Statistical Bulletin B. 1990-1991. Department of Finance. AGPS. October 1991.

now work in a policy/secretariat area;

- *I transferred to another policy area and won a promotion to an ASO 5 in a different department;*
- *All my career moves have been helped by the completion of my second degree and I met some nice people and got more confidence in myself.*

The impact of the PPP experience on respondents' careers should not be assessed solely on the basis of success in obtaining promotions. Other intangible benefits to respondents included an increase in, or restoration of, self confidence, enhanced personal development and an increased knowledge base and skills. Some of these constitute lasting benefits beyond immediate rewards like obtaining promotions.

In assessing the impact of the PPP on respondents' careers in terms of achieving promotion, two important variables were not taken into account: namely, the individual's natural ability and the possession of certain skills (communication and interpersonal skills) very important in the workplace. The evaluation could not quantify those variables, which may well have had a significant influence on the respondents' career progression.

A number of respondents made some adverse/negative comments on certain units/aspects of PPP:

- The Research Method unit attracted many adverse and critical comments. This unit was the most unpopular unit in the whole course. Those who commented negatively indicated that the unit had not been well taught and too many topics were covered in one semester.
- Quality of external lecturers was variable and often not of high standard. PPP needs to exercise greater control over external lecturers.
- Some respondents felt that there was too much emphasis on social policy to the exclusion of other policy areas, such as environment, defence, industrial relations and foreign and trade policy.
- Lack of contact or guidance from PPP staff on the Public Policy project (from those who had completed the Master level). A number of respondents indicated that they would have liked to have had more support from their supervisors for this unit.

While the Economics units attracted many comments too, they were mixed ones.

Some comments were very positive about the units, whilst others were less encouraging.

A number of part-time students complained that the demands of the course were too great, especially when they were working in a demanding job.

The survey also uncovered certain strengths and positive aspects of the course:

- The Interdisciplinary Seminar unit had been cited by a number of respondents as the strength of the course.
- A number of PPP staff (both academic as well as support staff) had been singled out for praise - for providing high quality teaching and being caring .
- A number of respondents cited the small sizes of PPP class as a plus.

The most interesting and clear findings to emerge from the analysis of the survey are that:

- Respondents with prior Honours or Pass degrees tended to get the maximum benefit from undertaking the PPP in terms of achieving their goal or gaining promotions.
- Respondents who held postgraduate qualifications prior to undertaking the PPP did not get the same level/extent of benefit as those who had no prior postgraduate qualifications. The inference is that the PPP qualification has minimum impact on those who are already highly qualified.
- The 1990 and 1991 intakes assessed the PPP more positively than any other years.
- 60% of respondents indicated that their expectations of PPP were met to a large extent.
- On the issue of the impact of the PPP on respondents' careers, nearly 15% indicated that PPP experience had a very significant effect on their career and 23% indicated that PPP had a significant effect on their career.
- Respondents with prior Pass and Honours degrees were more positive in their assessment of PPP's impact on their careers. 81.8% female respondents and 90.9% male respondents indicated that the PPP had a very significant effect on their career.⁵

⁵Appendices held in the PPP contain details of the questionnaire items, summaries of student comments and the respondents' employing agencies when they joined the PPP.

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