

Course Level Academic Assessment Reporting Form

Semester/year: Fall 2013 **Course alpha:** PUBA340 **Course title:** Administrative Decision Making

Course instructor: Anita Tanner **Instructor rank:** Lecturer

Modality of the course (underline one): In-person Online Hybrid

Academic Division: Public Administration **Academic Concentration:** Public Administration

Student Learning Outcome assessed (provide complete SLO language):

PUBACLO1 Demonstrate effective communications skills

Student learning outcome alignment (identify the CLO, DLO, GELO and/or ILO aligned with the SLO being assessed):

SLO1 – Effectively demonstrate problem solving through oral and written communication. (DLO1, DLO2, GELO1, GELO2, GELO3, GELO4, ILO1, ILO2, ILO3, ILO4, PUBALO1, PUBALO2, PUBALO3, PUBALO4, PUBALO5, PUBALO6)

SLO2 - Apply decision-making models and techniques to specific work related situations. (DLO3, DLO5, GELO1, GELO2, GELO3, GELO4, ILO1, ILO2, ILO3, ILO4, PUBALO1, PUBALO2, PUBALO3, PUBALO4, PUBALO5, PUBALO6)

SLO3 - Utilize quantitative and/or qualitative methods to improve critical thinking and moral reasoning skills by learning to analyze issues of bureaucratic control, decision making, leadership, and organizational culture (DLO 3, DLO 4, DLO 5, DLO 6, GELO 3, GELO 5, GELO 8, ILO1, ILO3, ILO4, PUBACLO1, PUBACLO3, PUBACLO4, PUBACLO5, PUBACLO6).

SLO4 - Understand and critically evaluate the complexities of the broader social/cultural, legal and political environment in which decision-making takes place. (DLO3, DLO4, GELO1, GELO2, GELO4, GELO7, GELO8, ILO1, ILO2, ILO3, ILO4, PUBALO1, PUBALO2, PUBALO3, PUBALO4, PUBALO5, PUBALO6)

Assessment procedures (provide a description of the methods used to conduct the assessment):

The PUBA faculty scheduled the assessment of our CLOs on written communication (PUBA DLO-1, PUBACLO-1) for AY 2013-2014 in the PUBA assessment plan. In accordance with the UHWO Assessment Guidelines, PUBA 340 with SLOs aligned with the PUBACLOs on writing was assessed. PUBA 340 is a core course in the PUBA program. Four students were randomly sampled (every 3rd^h student on the roster was selected) from the PUBA 340 course. In PUBA 340, students were required to write a 5-8-page research paper analyzing the decision-making skills of a well-known leader. Students provided a rough draft and as an in-class assignment, classmates edited the paper for input of the final copy. The mean rubric scores from the rough draft were compared to those from the final paper to document formative development of writing skills.

Assessment findings (provide a description of the assessment results found with a table that summarizes the rubric scores assigned to student works):

Table 1 presents the mean score for the assessment of the written communication LO for the first draft and the final paper. Students showed improvement on all four dimensions of writing skills: purpose, content development, use of sources/ evidence and mechanics. Raw data is shown in Appendix 1 and 2 and combined in Table 1.

Table 1. The mean scores for each UHWO Written Communication rubric dimension measured on the first assignment and the second assignment

Assignments Assessed	Written Rubric Dimensions				
	Purpose	Content dev.	Genre	Sources/Evidence	Mechanics
Paper 1	1.75	1.0	1.5	.75	1.0
Final Paper	1.75	1.75	1.5	1.25	1.25

Assessment conclusions (provide an interpretation of the assessment results found in terms of student learning strengths and weaknesses):

The course assessed showed student improvement on the written communication-learning outcome based on the samples comparing the first written assignment and the final paper that students submitted at the end of the course. Sources and Evidence as well as Content Development were the weakest dimensions and showed the most improvement. These are areas that students can benefit from additional tutorial and guidance from No'eau, library resources as well as clearer instructions from the professor. Mechanics is a second dimension that was weak but students made progress on the final paper. Students were equally strong in the areas of Purpose and Genre and both areas received the highest rating. The goal by the end of the semester is to produce a high quality final paper that demonstrates excellent development of writing skills. As shown in Table 1, students in this course achieved improved writing skills by producing papers that demonstrate effective written communication skills (PUBACLO-1).

Appendix A First paper

Student ID	Purpose	Content Dev.	Genre	Sources/Evidence	Mechanics
LR1	2	1	1	1	1
LR2	2	2	2	1	2
LR3	2	2	2	1	1
LR4	1	0	1	0	0
Mean Score	1.75	1.25	1.5	.75	1.0

Scoring: Advanced (2) Progressing (1) Beginning (0)

Appendix B Final Project

Student ID	Purpose	Content Dev.	Genre	Sources/Evidence	Mechanics
LR1	2	2	1	1	1
LR2	2	2	2	2	2
LR3	2	2	2	2	2
LR4	1	1	1	0	0
Mean Score	1.75	1.75	1.5	1.25	1.25

Scoring: Advanced (2) Progressing (1) Beginning (0)

Course Level Academic Assessment Reporting Form

Semester/year: Fall 2013

Course Alpha: PUBA486/490

Course Title: PUB 486 Senior Project and PUBA 490 Administrative Practicum

Course Instructor: Gary Helfand

Instructor Rank: Professor

Modality of the course (underline one): In person Online
Hybrid

Academic Division: Public Administration

Academic Concentration: Course combines Health Care Administration (HCA), Disaster Preparedness and Emergency Management (DPEM), General Public Administration (PUBG)), and Justice Administration (JA)

Student Learning Outcome assessed (provide complete SLO language):

HCACLO1 Demonstrate effective communication skills; DPEMCLO1 Demonstrate effective communication skills; PUBACLO1 Demonstrate effective communication skills; JACLO1 Demonstrate effective communication skills.

Student learning outcome alignment (Identify the CLO, DLO, GELO and/or ILO aligned with the SLO being assessed)

These two courses were assessed on the student-learning outcome that addressed written communication.

PUBA 486 and PUBA 490: SLO1. Demonstrate critical thinking, research, and communication skills as applied to the public and private sectors (ILO1, 3,4 PUBA DLO1, 2 HCA CLO1, 2 DPEMCLO1, 2 PUBGCLO 1,2 JACLO1, 2); These SLO's align with the HCA CLO-1 DPEM CLO-1, PUBG CLO-1, and JA CLO-1 on writing (the same for all four concentrations), the Division of PUBA's DLO-1 on writing and ILO-1 on effective communication.

Assessment procedures (provide a description of the methods use to conduct the assessment):

The PUBA faculty scheduled the assessment of our CLO's on written communication (PUBA DLO-1, HCA CLO-1, DPEM CLO-1, PUBG CLO-1, and JA CLO-1) for academic year 2013-2014 in

the PUBA assessment plan. Following the UHWO Assessment Guidelines, my courses (PUBA 486 and 490) with SLO's aligned with the HCA, DPEM, PUBA, and JA CLO's on writing were assessed (my PUBA 486 and 490 classes admit students from all four concentrations). PUBA 486 and PUBA 490 are the capstone courses in the PUBA program, and they are writing intensive courses. Each course has a capped enrollment of 20 students. Since I taught two sections of PUBA 486 and two sections of PUBA 490 (all with mixed student PUBA concentrations), I used a simple random sample to selected 6 of the 18 or 33.3% of the PUBA 490 students, and 4 of the 9 or 44.4% of the PUBA 486 students for assessment of their writing. In PUBA 486, students were required to write a 16 page applied research paper, and in PUBA 490, students were required to write a 16 page journal documenting their internship experience.

The UHWO Written Communication rubric was applied to the first written assignment (8 pages of their research paper or journal) and the final paper/journal (16 pages) submitted by the student selected in the sample in a pre-test/post-test assessment design. The mean rubric scores from the first assignment were compared to those from the final paper/journal to demonstrate the formative development of writing skills.

Assessment findings (provide a description of the assessment results found with a table that summarizes the rubric scores assigned to student work):

Table 1 presents the mean score for the assessment of the written communication LO for the first assignment and the final paper/journal (N=27, n=10, 2 courses). Students showed improvement on all four dimensions of writing skills. The raw data appears in Appendix 1 and 2 and I combined in Table 1.

Table 1. The mean scores for each UHWO Written Communication rubric dimension measured on the first assignment and the second assignment

Assignments Assessed	Written Rubric Dimensions				
	Purpose	Content dev.	Genre	Sources/Evidence	Mechanics
Paper 1	1.8	1.5	1.3	.7	1.3
Final Paper	1.9	1.9	1.4	1.4	1.6

Assessment Conclusions (provide an interpretation of the assessment results found in terms of student learning strengths and weaknesses):

The two courses assessed showed that there was student improvement in all of the five written rubric dimensions when comparing the sample taken of the first paper and the final paper, which was submitted at the end of the semester. The weakest dimension was sources and evidence. When the instructor realized this from grading paper 1, he spent more time with the students to teach them about the need for credible documentation and/or referencing. This proved to be effective since the most improvement in the final paper was with respect to sources/evidence. The instructor also stressed the free writing tutoring available at the No'eau Center. The scores on the first paper for genre and for mechanics were weaker than the remaining dimensions, but both improved on the final paper. The content development and purpose scores also showed improvement when comparing the first paper to the final paper. As shown in Table 1, students in the capstone courses have produced good to high quality papers that evolved as the courses progressed. The sample of papers chosen randomly clearly show that the students have achieved the goal of producing quality papers that demonstrate effective written communication skills (HCA CLO-1, DPEM CLO-1, PUBG CLO-1, JA CLO-1).

Appendix 1 - Paper 1 Data

Student ID	Purpose	Content Dev.	Genre	Sources/Evidence	Mechanics
1	2	2	1	1	2
2	2	1	2	0	1
3	2	2	1	2	1
4	2	1	1	1	1
5	2	1	1	0	0
6	2	2	2	1	2
7	2	2	2	1	2
8	0	1	1	1	1
9	2	2	1	0	1

10	2	1	1	0	2
Mean Score	1.8	1.5	1.3	0.7	1.3

Scoring: Advanced (2) Progressing (1) Beginning (0)

Appendix 2 - Final Paper Data

Student ID	Purpose	Content Dev.	Genre	Sources/Evidence	Mechanics
1	2	2	1	2	2
2	2	2	2	2	1
3	2	2	2	2	2
4	2	2	1	2	2
5	2	2	1	1	1
6	2	2	2	1	2
7	2	2	2	1	2
8	1	1	1	1	1
9	2	2	1	0	1
10	2	2	1	2	2
Mean Score	1.9	1.9	1.4	1.4	1.6

Scoring: Advanced (2) Progressing (1) Beginning (0)

Course Level Academic Assessment Reporting Form

Semester/year: Fall 2013

Course alpha: PUBA432WI

Course title: Crime and Literature

Course Instructor: J. Helfand

Instructor rank: PT Instructor

Modality of the course (underline one): In-person Online

Academic Division: Public Administration

Academic Concentration: Public Administration

Student Learning Outcome assessed (provide complete SLO language):

PUBACLO1 Demonstrate effective communications skills

Student learning outcome alignment (identify the CLO, DLO, GELO and/or ILO aligned with the SLO being assessed):

SLO1- Analyze readings for main points, perspective, and purpose; evaluate the quality of evidence, negotiate conflicting positions, and analyze the effectiveness of approach in order to integrate that knowledge into writing. (ILO-1, ILO-3, ILO-4, DLO-1, DLO-3, DLO-6, PUBACLO-1, PUBACLO-2)

SLO2- Choose language, style, and organization appropriate to particular purposes and audiences. (ILO-1, ILO-3, DLO-1, DLO-3)

SLO3- Synthesize previous experience and knowledge with the ideas and information they encounter as they read and discover as they write. (ILO-1, ILO-2, ILO-3, ILO-4, DLO-1, DLO-3, DLO-6, PUBACLO-2)

SLO4- Use sources such as libraries and the Internet to enhance their understanding of the ideas they explore or argue in their writing; analyze and evaluate their research for reliability, bias, and relevance. (ILO-3, ILO-4, ILO-5, DLO-1, DLO-2, DLO-3, PUBA CLO-1, PUBA CLO-2)

SLO5- Use readers' discussion board posts/responses as one source for revising writing. (ILO-1, ILO-2, ILO-3, ILO-4, DLO-1, DLO-3, PUBACLO-2)

SLO6- Use standard disciplinary conventions to integrate and document sources according to MLA or APA format guidelines. (ILO-1, ILO-3, DLO-1, DLO-3)

SLO7- Edit and proofread in the later stages of the writing process, especially when writing for public audiences. Control such surface features as syntax, grammar, punctuation, and spelling. (ILO-1, ILO-3, DLO-1, DLO-3)

SLO8- Understand the importance of crime and literature and its relevance in academic settings. (ILO-2, ILO-3, ILO-4, DLO-3, DLO-6, PUBACLO-2)

Assessment procedures (provide a description of the methods used to conduct the assessment):

The PUBA faculty scheduled the assessment of our CLOs on written communication (PUBA DLO-1, PUBACLO-1) for AY 2013-2014 in the PUBA assessment plan. In accordance with the UHWO Assessment Guidelines, all of my courses (PUBA 432WI) with SLOs aligned with the PUBACLOs on writing were assessed. PUBA 432WI is a course in the PUBA program. Six students were randomly sampled from the PUBA 432WI course.

In PUBA 432WI, students were required to write a 5-7-page paper as their first assignment. The UHWO Written Communication rubric was applied to the first written assignment (5-7 pages) and

the final project assignment (9-11 pages) submitted by the sampled students in a pre test/post-test assessment design. The mean rubric scores from the first assignment were compared to those from the final project assignment to document formative development of writing skills.

Assessment findings (provide a description of the assessment results found with a table that summarizes the rubric scores assigned to student works):

Table 1 presents the mean score for the assessment of the written communication LO for the first assignment and the second assignment. Students showed improvement on the following dimensions: Purpose, content development, genre, and mechanics and stayed the same in sources and evidence. Raw data is shown in Appendix A and B and combined in Table 1.

Table 1. The mean scores for each UHWO Written Communication rubric dimension measured on the first assignment and the second assignment

Assignments Assessed	Written Rubric Dimensions				
	Purpose	Content dev.	Genre	Sources/Evidence	Mechanics
Paper 1	1.5	1.2	1.2	1.2	1
Final Paper	1.8	1.6	1.6	1.2	1.3

Assessment conclusions (provide an interpretation of the assessment results found in terms of student learning strengths and weaknesses— please see Appendix A and B below):

The course assessed showed overall student improvement on the written communication-learning outcome based on the samples comparing the first written assignment and the final project assignment that students submitted at the end of the semester.

Sources/Evidence stayed the same. This is one area that students can benefit from additional tutorial and guidance from No'eau, library resources, and more course content from the instructor, specifically designed to address finding and evaluating sources.

Students improved in the areas of purpose, content development, and genre the most and in the area of mechanics the least. The intention by the end of the semester is to write a well-written final paper that shows excellence in writing skills. As shown in Table 1, students in this course improved in most areas, although not in the areas of Sources/Evidence. Students slightly improved in the area of mechanics. As a result, however, students demonstrated their writing skills by producing papers that demonstrate effective written communication skills during the semester (PUBACLO-1).

Appendix A First paper

Student ID	Purpose	Content Dev.	Genre	Sources/Evidence	Mechanics
LK1	1	1	1	1	1
KP1	1	1	1	2	1
MC1	2	2	2	1	1
GCG1	2	1	1	1	1
DP1	2	1	1	1	1
MH1	1	1	1	1	1
Total Score	1.5	1.2	1.2	1.2	1

Scoring: Advanced (2) Progressing (1) Beginning (0)

Appendix B Final Project

Student ID	Purpose	Content Dev.	Genre	Sources/Evidence	Mechanics
LK2	2	2	2	1	1
KP2	1	2	1	1	1
MC2	2	2	2	2	2
GCG2	2	2	2	2	2
DP2	2	1	1	1	1
MH2	2	1	2	0	1
Total Score	1.8	1.6	1.6	1.2	1.3

Scoring: Advanced (2) Progressing (1) Beginning (0)

Course Level Academic Assessment Reporting Form

Semester/year: Fall 2013 **Course alpha:** PUBA351 **Course title:** Human Resources for Administration

Course instructor: Reed E. Young **Instructor rank:** PT Instructor

Modality of the course (underline one): In-person Online Hybrid

Academic Division: Public Administration **Academic Concentration:** Public Administration

Student Learning Outcome assessed (provide complete SLO language):

PUBACLO1 Demonstrate effective communications skills

Student learning outcome alignment (identify the CLO, DLO, GELO and/or ILO aligned with the SLO being assessed):

SLO1 - Explain what human resources management is and how it relates to the management process (ILO-4, DLO5, PUBACLO1)

SLO2 - Define and discuss diversity management (ILO-2, DLO4, PUBACLO1)

SLO7 - List the main types of selection interviews (ILO-1, DLO1, PUBACLO1)

SLO8 - Describe the basic training process (ILO-4, DLO5, PUBACLO1)

SLO9 - Discuss the pros and cons of using different raters to appraise a person's performance (ILO-1, DLO2, PUBACLO1)

SLO10 - Describe the issues to consider when making promotion decisions (ILO-1, DLO2, PUBACLO1)

Assessment procedures (provide a description of the methods used to conduct the assessment):

The PUBA faculty scheduled the assessment of our CLOs on written communication (PUBA DLO-1, PUBACLO-1) for AY 2013-2014 in the PUBA assessment plan. In accordance with the UHWO Assessment Guidelines, all of my courses (PUBA 351) with SLOs aligned with the PUBACLOs on writing were assessed. PUBA 351 is a core course in the PUBA program. Five students were randomly sampled (every 5th student on the roster was selected) from the PUBA351 course. In PUBA 351, students were required to write a 2 -3 page review of the selected questions at the end of each chapter. The UHWO Written Communication rubric was applied to the first written assignment (2-3 pages) and the final chapter assignment (2-3 pages) submitted by the sampled students in a pre test/post-test assessment design. The mean rubric scores from the first assignment were compared to those from the final assignment to document formative development of writing skills.

Assessment findings (provide a description of the assessment results found with a table that summarizes the rubric scores assigned to student works):

Table 1 presents the mean score for the assessment of the written communication LO for the first assignment and the second assignment. Students showed improvement on all three dimensions of writing skills: content development, use of sources/ evidence and mechanics. Raw data is shown in Appendix 1 and 2 and combined in Table 1.

Table 1. The mean scores for each UHWO Written Communication rubric dimension measured on the first assignment and the second assignment

Assignments Assessed	Written Rubric Dimensions				
	Purpose	Content dev.	Genre	Sources/Evidence	Mechanics
Paper 1	1.0	1.2	1.2	0.6	0.8
Paper 2	1.0	1.4	1.2	1.0	1.0

Assessment conclusions (provide an interpretation of the assessment results found in terms of student learning strengths and weaknesses):

The course assessed showed student improvement on the written communication-learning outcome based on the samples comparing the first written assignment and the second written assignment that students submitted at the end of the semester. Sources and Evidence was the weakest dimensions and showed the most improvement. This is one area that students can benefit from additional tutorial and guidance from No'eau, library resources as well as clearer instructions from the professor. Mechanics is a second dimension that was weak but students made progress on the second assignment. Students were equally strong in the areas of Purpose and Genre by the end of the semester. The highest rating was in the Content development for writing. The goal by the end of the semester is to produce high quality papers that demonstrate excellent development of writing skills. As shown in Table 1, students in this course achieved improved writing skills by producing papers that demonstrate effective written communication skills during the semester (PUBACLO-1).

Appendix A First paper

Student ID	Purpose	Content Dev.	Genre	Sources/Evidence	Mechanics
LR1	1	1	1	1	1
LR2	1	2	2	1	0
LR3	0	0	0	0	0
LR4	2	2	2	1	2
LR5	1	1	1	0	1
Mean Score	1.0	1.2	1.2	.60	.80

Scoring: Advanced (2) Progressing (1) Beginning (0)

Appendix B second paper

Student ID	Purpose	Content Dev.	Genre	Sources/Evidence	Mechanics
LR1	1	1	1	1	1
LR2	1	2	1	1	1
LR3	0	1	1	0	0
LR4	2	2	2	2	2
LR5	1	1	1	1	1
Mean Score	1.0	1.4	1.2	1.0	1.0

Scoring: Advanced (2) Progressing (1) Beginning (0)

Course Level Academic Assessment Reporting Form

Semester/year: Fall 2013 **Course alpha:** PUBA475 **Course title:** Administrative Law

Course instructor: Reed E. Young **Instructor rank:** PT Instructor

Modality of the course (underline one): In-person Online Hybrid

Academic Division: Public Administration **Academic Concentration:** Public Administration

Student Learning Outcome assessed (provide complete SLO language):

PUBACLO1 Demonstrate effective communications skills

Student learning outcome alignment (identify the CLO, DLO, GELO and/or ILO aligned with the SLO being assessed):

- SLO1 - Become familiar with the nature and functioning of different types of regulatory organizations, with special emphasis on the national government (ILO5, DLO5, PUBACLO1)
- SLO2 - Develop an awareness of the need to maintain a balance between regulatory control and private sector autonomy, so that the dual values of public safety and business prosperity can both be furthered (ILO4, DLO6, PUBACLO01)
- SLO3 - Explain the need for as well as the requirements of administrative due process (ILO4, DLO6, PUBACLO1)

Assessment procedures (provide a description of the methods used to conduct the assessment):

The PUBA faculty scheduled the assessment of our CLOs on written communication (PUBA DLO-1, PUBACLO-1) for AY 2013-2014 in the PUBA assessment plan. In accordance with the UHWO Assessment Guidelines, all of my courses (PUBA 475) with SLOs aligned with the PUBACLOs on writing were assessed. PUBA 475 is a core course in the PUBA program. Six students were randomly sampled (every 5th student on the roster was selected) from the PUBA 475 course. In PUBA 475, students were required to write a 2-3-page review of the selected topic assigned as the first assignment in the course. The UHWO Written Communication rubric was applied to the first written assignment (2-3 pages) and the final project assignment (10-15 pages) submitted by the sampled students in a pre test/post-test assessment design. The mean rubric scores from the first assignment were compared to those from the final project assignment to document formative development of writing skills.

Assessment findings (provide a description of the assessment results found with a table that summarizes the rubric scores assigned to student works):

Table 1 presents the mean score for the assessment of the written communication LO for the first assignment and the second assignment. Students showed improvement on all three dimensions of writing skills: content development, use of sources/ evidence and mechanics. Raw data is shown in Appendix 1 and 2 and combined in Table 1.

Table 1. The mean scores for each UHWO Written Communication rubric dimension measured on the first assignment and the second assignment

Assignments Assessed	Written Rubric Dimensions				
	Purpose	Content dev.	Genre	Sources/Evidence	Mechanics
Paper 1	1.8	1.5	1.7	1.2	1.3
Paper 2	1.8	1.7	1.7	1.7	1.5

Assessment conclusions (provide an interpretation of the assessment results found in terms of student learning strengths and weaknesses):

The course assessed showed student improvement on the written communication-learning outcome based on the samples comparing the first written assignment and the final project assignment that students submitted at the end of the semester. Sources and Evidence was the weakest dimensions and showed the most improvement. This is one area that students can benefit from additional tutorial and guidance from No'eau, library resources as well as clearer instructions from the professor. Mechanics is a second dimension that was weak but students made progress on the final project assignment. Students were equally strong in the areas of Content dev. and Genre by the end of the semester. The highest rating was in the Purpose development for writing. The goal by the end of the semester is to produce a high quality final project that demonstrates excellent development of writing skills. As shown in Table 1, students in this course achieved improved writing skills by producing papers that demonstrate effective written communication skills during the semester (PUBACLO-1).

Appendix A First paper

Student ID	Purpose	Content Dev.	Genre	Sources/Evidence	Mechanics
LR1	2	1	1	1	1
LR2	2	2	2	1	2
LR3	2	1	2	1	1
LR4	1	1	1	1	1
LR5	2	2	2	1	2
LR6	2	2	2	2	1
Mean Score	1.8	1.5	1.7	1.2	1.3

Scoring: Advanced (2) Progressing (1) Beginning (0)

Appendix B Final Project

Student ID	Purpose	Content Dev.	Genre	Sources/Evidence	Mechanics
LR1	2	2	2	2	2
LR2	2	2	2	2	1
LR3	2	2	1	2	2
LR4	1	1	2	1	1
LR5	2	2	2	1	2
LR6	2	1	1	2	1
Mean Score	1.8	1.7	1.7	1.7	1.5

Scoring: Advanced (2) Progressing (1) Beginning (0)

Course Level Academic Assessment Reporting Form

Semester/year: Fall 2013 **Course Alpha:** PUBA340 and PUBA 351 **Course title:** (PUBA 340 Administrative Decision Making & PUBA 351 Human Resources for Administration)

Course instructor: Amber Stubbs

Instructor rank: Adjunct

Modality of the course (underline one): In-person Online Hybrid

Academic Division: Public Administration

Academic Concentration: Public Administration

Student Learning Outcome assessed (provide complete SLO language):

PUBACLO1 Demonstrate effective communications skills

Student learning outcome alignment (identify the CLO, DLO, GELO and/or ILO aligned with the SLO being assessed):

These two courses were assessed on the student-learning outcome that addressed written communication.

SLO1. Demonstrate critical thinking, research, and communication skills as applied to the public and private sectors (ILO1, 3,4 PUBA and DLO1, 2)

These SLOs align with the Division of PUBA's DLO-1 on writing and ILO-1 on effective communication.

Assessment procedures (provide a description of the methods used to conduct the assessment):

The PUBA faculty scheduled the assessment of our CLOs on written communication (PUBA DLO-1) for AY 2013-2014 in the PUBA assessment plan. In accordance with the UHWO Assessment Guidelines, all of my courses (PUBA 340 and 351) SLOs aligned with the PUBA CLOs on writing were assessed. PUBA 340 and PUBA 351 are core courses in the PUBA program. The enrollment is capped enrollment of 30 students. 21 students completed PUBA 340 and 30 completed PUBA 351 during the Fall 2013 semester. Five students were randomly sampled (every 2nd student on the roster was selected) from the 340 course, and 5 students were randomly sampled from the 351 course (again, every 2nd student was selected). In PUBA 340, students were required to write an 8-10 page research paper, and in PUBA 351, students were required to write a 5-8-page research paper. A second submission of the final research paper was optional for those that demonstrated milestone or advanced writing skills. For those students that did not demonstrate milestone or advanced work were sent to the writing center and given a second and third submission opportunity. For those that did not choose resubmit a three-page outcome measure assignment as a standard for comparison. The UHWO Written Communication and another critical thinking rubric was applied to the first written assignment and the final paper submitted by the sampled students in a pre test/post-test assessment

design. The mean rubric scores from the first assignment were compared to those from the final paper formative development of writing skills.

Assessment findings (provide a description of the assessment results found with a table that summarizes the rubric scores assigned to student works):

Table 1 presents the mean score for the assessment of the written communication LO for the first assignment and the final paper. Students showed improvement on all four dimensions of writing skills: purpose, content development, use of sources/ evidence and mechanics. Raw data is shown in Appendix 1 -4.

Table 1

The mean scores for each UHWO Written Communication rubric dimension measured on the first assignment and final paper.

PUBA 340:

Assignments Assessed	Written Rubric Dimensions				
	Purpose	Content dev.	Genre	Sources/Evidence	Mechanics
Paper 1	1.3	1.3	1.3	1.3	1.3
Final Paper	2.0	2.0	2.0	2.0	2.0

PUBA 351:

Assignments Assessed	Written Rubric Dimensions				
	Purpose	Content dev.	Genre	Sources/Evidence	Mechanics
Paper 1	1.2	1.2	1.2	1.2	1.2
Final Paper	1.6	1.6	1.6	1.6	1.6

Assessment conclusions (provide an interpretation of the assessment results found in terms of student learning strengths and weaknesses):

The two courses assessed demonstrated student improvement on the written communication-learning outcome based on the samples by comparing the first written assignment and the final paper for most students. I believe that the PUBA 340 course was work and learning intensive, which might have interfered with students' ability to manage time. These inferences are based on the total course grade and the submission of late work. Use of credible sources and writing ability are the weakest dimensions for most students. To correct this dimension all students will be required to use the writing center for all research papers in future courses. This may be the best avenue toward student writing improvement. I further believe that the final research paper was due too late in the semester. With an earlier submission date students may have more time to focus on writing. My overall assessment is that

all students may benefit from additional tutorial and guidance from the No'eau, center, research database tutorials, and clearer instructions from the professor. Mechanics was the second dimension that could use attention and students that visited the writing center made progress. The goal by the end of the semester was to think critically and ethically about cases and situations then communicate their ideas in a scholarly fashion. As shown below some students in these two courses achieved this goal by producing quality papers that demonstrated effective written communication skills. Overall there was student improvement based on the mean score in Table 1.

Appendix 1-Paper 1 Data

Student ID	Purpose	Content Dev.	Genre	Sources/Evidence	Mechanics
LR1					
LR2	1	1	1	1	1
LR3	0	0	0	0	0
LR4	2	2	2	2	2
LR5	2	2	2	2	2
Mean Score	1.3	1.3	1.3	1.3	1.3

Note: PUBA 340

Scoring: Advanced (2) Progressing (1) Beginning (0)

Appendix 2 – Final Paper Data

Student ID	Purpose	Content Dev.	Genre	Sources/Evidence	Mechanics
LR1					
LR2	2	2	2	2	2
LR3	2	2	2	2	2
LR4	2	2	2	2	2
LR5	2	2	2	2	2
Mean Score	2.0	2.0	2.0	2.0	2.0

Note: PUBA 340

Scoring: Advanced (2) Progressing (1) Beginning (0)

Appendix 3- Paper 1 Data

Student ID	Purpose	Content Dev.	Genre	Sources/Evidence	Mechanics
LR1	2	2	2	2	2
LR2	1	1	1	1	1
LR3	1	1	1	1	1
LR4	1	1	1	1	1
LR5	1	1	1	1	1
Mean Score	1.2	1.2	1.2	1.2	1.2

Note: PUBA 351

Scoring: Advanced (2) Progressing (1) Beginning (0)

Appendix 4 – Final Paper Data

Student ID	Purpose	Content Dev.	Genre	Sources/Evidence	Mechanics
LR1	2	2	2	2	2
LR2	1	1	1	1	1
LR3	2	2	2	2	2
LR4	2	2	2	2	2
LR5	1	1	1	1	1
Mean Score	1.6	1.6	1.6	1.6	1.6

Note: PUBA 351

Scoring: Advanced (2) Progressing (1) Beginning (0)
