

Public Administration

Introduction

The Division of Public Administration (PUBA) provides students with the option of earning a bachelor's degree in public administration (BAPA) with a concentration in Community Health, Disaster Preparedness and Emergency Management, Health Care Administration, Long-Term Care, Justice Administration, or General Public Administration. A certificate in Disaster Preparedness and Emergency Management and a certificate in Health Care Administration are also available.

Public Administration Division's Degree Learning Outcomes (DLOs) provide the overarching goals for concentrations within the division. Curriculum maps for each concentration take into consideration the DLOs when developing Concentration Learning Outcomes (CLOs). For this report, the focus is on DLO #1 – Demonstrate critical thinking, research, and communication skills as applied to the public and private sectors.

Degree Learning Outcomes

In PUBA, the effective communication outcome (DLO #1) includes both oral and/or written communication skills. Unless a course is designated as meeting a Focus OC or Writing Intensive (WI), the faculty member teaching the course can decide to include an oral assessment assignment, a written assessment assignment, or both, within their curriculum. It is also possible that multiple faculty teaching the same course may choose differently in terms of an oral assignment, written assignment, or both. This process might make assessing Introduction (I), Reinforcing (R), and Mastery (M) of DLO #1 difficult as faculty focus on different concepts related to communication skills within the DLO.

Curriculum Map for SLO1 (Oral Communication)

The Curriculum Map used for this assessment was initially developed in the 2018-2019 academic year. The map was reviewed by faculty in the division in the 2019-2020 academic year and was used to determine which courses to collect oral communication artifacts from. Because the DLO was broad, assessing, in some cases, both oral and/or written skills, the division's Assessment Coordinator contacted faculty teaching a course with a DLO #1 to designate if he/she included oral communication as an assessed skill. Of the 24 courses listing DLO #1, five were designated, by faculty, as having an oral communication component (See Appendix #1). Of the five courses, PUBA 100 (Intro to Public Administration) introduced the concept of oral communication, PUBA 414 (Public Communication Campaigns) and 490 (Administrative Practicum) reinforced the concept, and PUBA 313 (Communication Skills for Administrators) and 486 (Senior Project) mastered the concept.

Full-time faculty were shown the Oral Communication VALUE Rubric from the Association for American Colleges and Universities (AAC&U) used to conduct the reviews for this document, during Division meetings however, they were not instructed to use the document when developing the assignments meeting the Oral Communication component. This missing communication to faculty in the assessment process might have affected the requirements for the assignment in the classroom thereby affecting the results of the artifact assessments conducted by the UHWO Assessment Committee members. Another observation was a majority of faculty teaching these courses were either lecturers or faculty from other

divisions, who received the rubric information in an email, and might not have fully grasped the Oral Communication rubric and the overall assessment process. A final observation from reviewing the Curriculum Map was, students were not required to take courses in any particular order, except 486 and 490, to get the full benefits of I, R, and M in Oral Communication.

Oral Communication Rubric

The Oral Communication Rubric from AAC&U was adapted/modified to the curriculum at UHWO by the Assessment Committee in October 2019, based on faculty feedback. Calibration training was conducted by the Director of Assessment, Evaluation, and Accreditation in November 2019 to verify interrater reliability. The artifacts were collected for the individual classes in Fall 2019 and reviewed and scored in Spring 2020. A copy of the rubric is in Appendix "".

Based on the AAC&U Oral Communication Rubric, oral communication is defined as a prepared, purposeful presentation designed to increase knowledge, foster understanding, or to promote change in the listener's attitudes, values, beliefs, or behaviors. The concepts assessed through the rubric were: Central Message; Delivery Techniques; Language; Organization; and Supporting Materials. The ratings were modified from Capstone (4), Milestones (3, 2), and Benchmark (1) to Highly Proficient (4), Proficient (3), Developing (2), Benchmark (1), and Fails to Meet Basic Level Performance (0). The artifacts submitted for review were either narrated without video or narrated with video as in a face-to-face class presentation.

Descriptive Statistic of DLO #1 Artifacts

The results of the Oral Communication Assessment results were tallied according to its designation (Introduce, Reinforce, and Master) in the Curriculum Map. The raw data of each concept was calculated and shown below in a bar chart:

Table 1: Raw scores (0-4) for courses designating Oral Communication at Introduce (6 reviews completed).

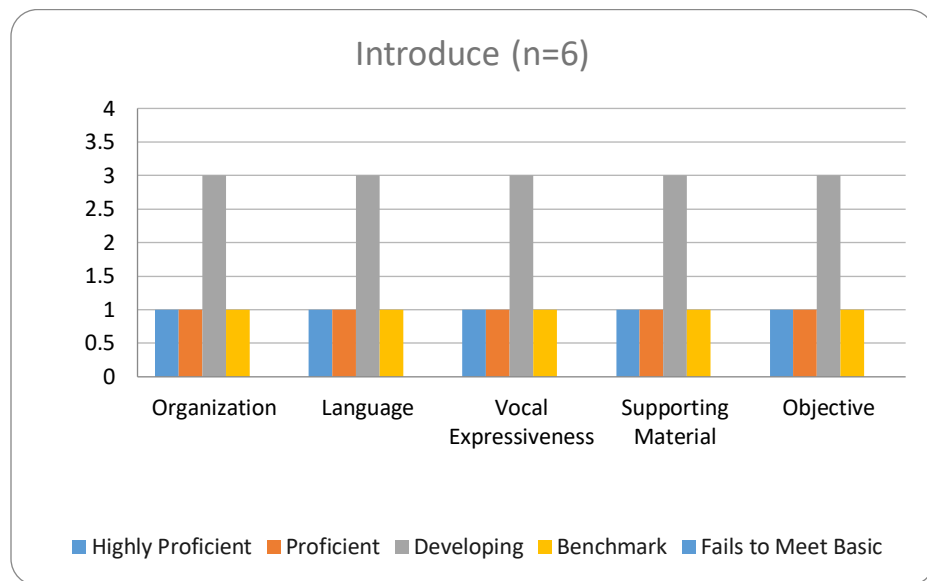


Table : Raw scores (0-4) for courses designating Oral Communication at Reinforce (6 reviews completed).

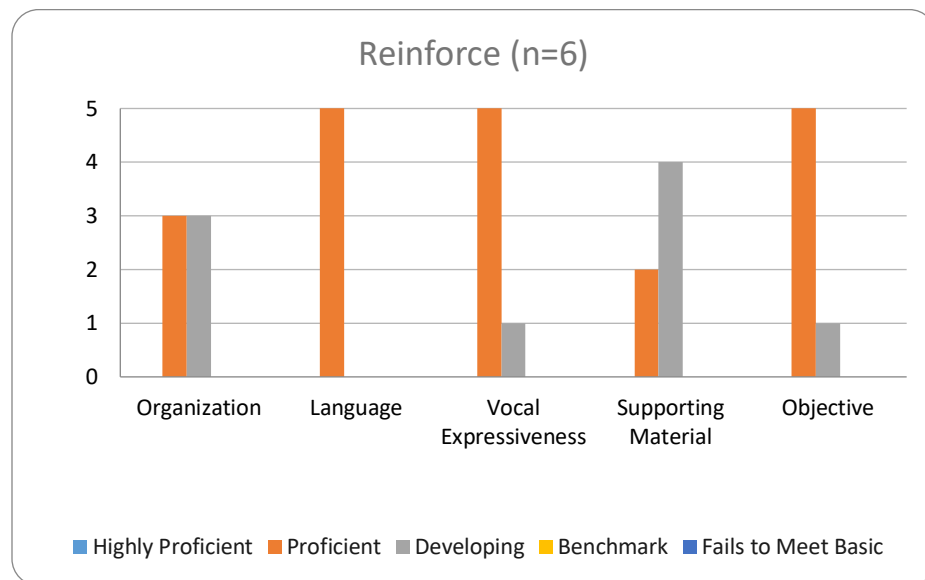
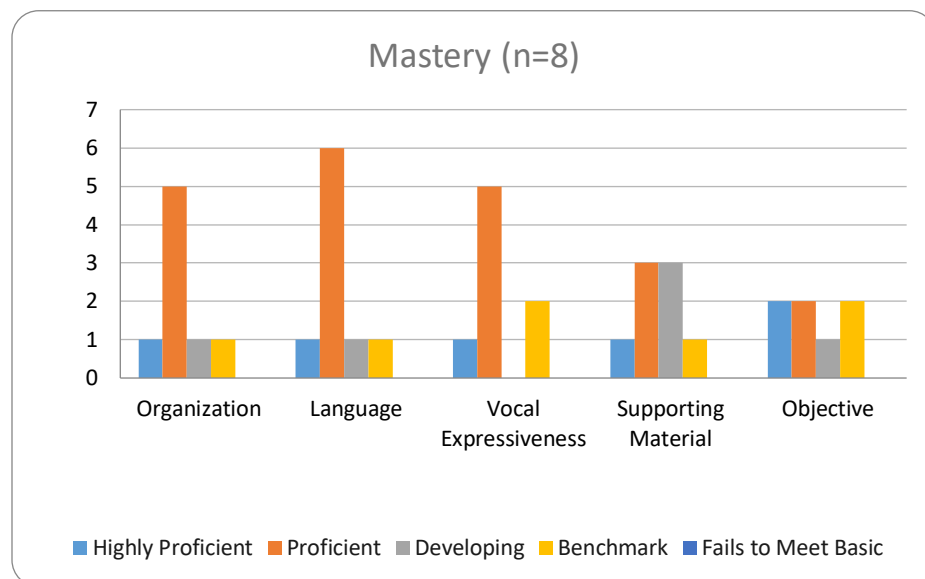
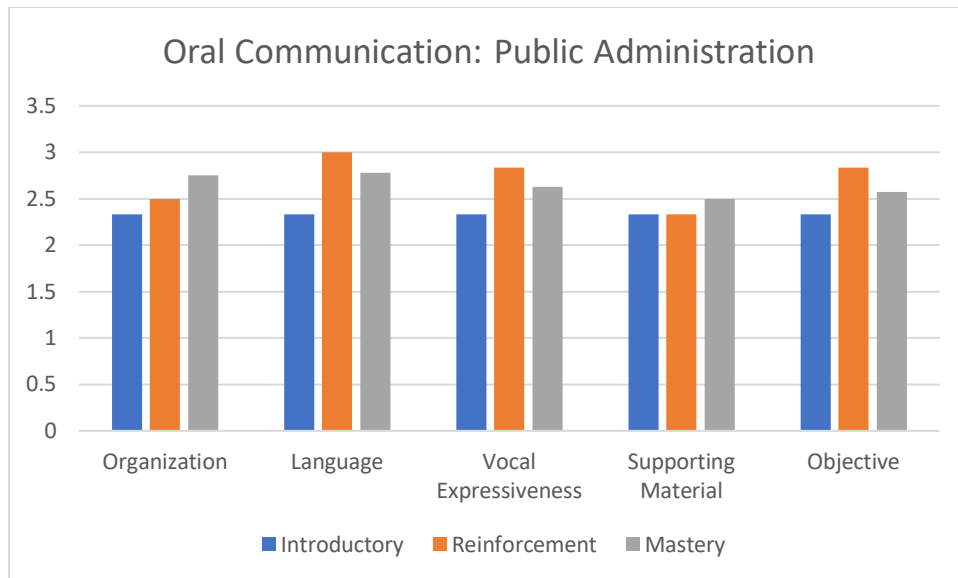


Table 3: Raw scores (0-4) for courses designating Oral Communication at Master (8 reviews completed).



The mean ratings were calculated for each concept and category and shown here:

Table 4: Mean Ratings by concept and category (n=20 reviews calculated)



Mean Scores	Introductory	Reinforcement	Mastery
Organization	2.333333333	2.5	2.75
Language	2.333333333	3	2.7777778
Vocal Expressiveness	2.333333333	2.833333333	2.625
Supporting Material	2.333333333	2.333333333	2.5
Objective	2.333333333	2.833333333	2.5714286

Analysis

Based on Tables 1-3, the following observations can be made regarding the ratings of the Oral Communication artifacts in Public Administration:

1. For Introduce, the majority in all five concepts rated the artifacts at Developing however, the results ranged from Benchmark to Highly Proficient.
2. For Reinforce, ratings in three categories were highest in Proficient (Language, Vocal Expressiveness, and Objective), highest in Developing for Supporting Materials, and even in both Proficient and Developing for Organization. Interestingly, only two rating levels were noted, Developing and Proficient, with these results. A possible reason, the artifacts were easier to rate as none of them achieved Highly Proficient on the high side and Benchmark on the low side.
3. For Mastery, again Proficient rated highest in all five concepts tying with Developing in Supporting Materials and Highly Proficient in Objective. As with Introduce, the rating ranged from Benchmark to Highly Proficient.

Based on Table 4, the following observations can be made regarding the oral communication designation and concepts mean/average results:

1. Introductory course assessment results show all concepts at a developing level (mean 2.3).
2. Reinforcement course assessment results show all concepts at a developing to proficiency level (mean 2.5-3). These results are higher than results from introductory courses, which are expected as students move from a course that introduces a concept to one that reinforces the concept.
3. Mastery course assessment results varied (mean 2.5-2.8) when compared to reinforcement assessment results. Some concepts scored higher (i.e. organization and supporting materials) while others scored lower (i.e. language, vocal expressiveness, and objective). This might be due to students improving their organization and research skills but are still having difficulty with discipline-specific language, vocalizing their knowledge and understanding of the discipline, and reinforcing the objectives of the assignment.
4. For two concepts, organization and supporting materials, there was an increase in mean rates as expected following the I, R, M, curriculum mapping process. For the three other concepts, language, vocal expressiveness, and objective, the increase in mean rates did not occur. As stated in #3, this might be due to students' difficulty expressing their understanding of discipline-specific concepts.

Recommendations

1. Provide the rubrics to faculty before the semester when the artifacts will be collected. This could be accompanied by a training to ensure faculty understand the rubrics, paying special attention to the concepts that were rated low, and how they can incorporate these rubrics into their curriculum. Also recommending that students also see the rubrics before completing assignments where Oral Communication will be assessed. Timing of these trainings will be vital as a recommendation is for faculty to incorporate the rubric's concepts into course assignments meeting the oral communication components from the DLOs.
2. Analyze current and future courses to determine if Oral Communication should be added as a Student Learning Objective (SLO) under communication skills at the Reinforce level. Based on the data, students seem to be developing their oral communication skills in the Introduce courses however, there is concern that students are not able to be proficient or highly proficient in Oral Communication skills when they reach mastery courses.
3. Review the Curriculum maps to ensure students are taking courses in the correct order to meet I, R, and M. If I, R, and M are meant to scaffold on one another, the courses must be taken in that order to ensure scaffolding occurs. Faculty must also know this process so that they are Introducing or Reinforcing the same skills, from the rubrics, to ensure student success when they are complete assignments at the Mastery level.
4. Revise DLO #1 to separate out the individual core competencies of oral communication, written communication, and critical thinking. By doing this, faculty can design specific class assignments to introduce, reinforce, or master the skills being assessed. While faculty will not use these modified VALUE rubrics to score assignments, the components should be incorporated into each faculty's current grading procedures if oral communication is a required competency. This ensures fairness when artifacts are assessed because everyone (student, faculty, Assessment Committee member) is scoring or being scored on the same skills for a particular assignment/artifact.

Appendix #1:

Course Number	DLO #1 - Demonstrate: Communication Skills, including Critical Thinking
PUBA 101	I (oral communication component)
PUBA 102	R
PUBA 103	I
PUBA 302	R
PUBA 305	R
PUBA 308	R
PUBA 309	R
PUBA 313	M (oral communication component)
PUBA 314	R
PUBA 318	R
PUBA 319	R
PUBA 320	R
PUBA 321	R
PUBA 322	R
PUBA 323	R
PUBA 324	R
PUBA 326	R
Course Number	Demonstrate: Communication Skills, including Critical Thinking
PUBA 327	M
PUBA 330	R
PUBA 335	R
PUBA 338	R
PUBA 340	R
PUBA 351	R
PUBA 354	R
PUBA 368	R
PUBA 402	M
PUBA 409	M
PUBA 414	R (oral communication component)
PUBA 431	M
PUBA 432	M
PUBA 434	M
PUBA 435	R
PUBA 460	R

Course Number	Demonstrate: Communication Skills, including Critical Thinking
PUBA 461	R
PUBA 462	R
PUBA 464	R
PUBA 470	R
PUBA 475	R
PUBA 476	R
PUBA 477	R
PUBA 480	R
PUBA 481	R
PUBA 486	M (oral communication component)
PUBA 490	R (oral communication component)