

Public Administration Program
Assessment of Strategic Assessment Memorandum

Based upon this updated plan, Tables 4-13 and 4-14 provide the Spring 2006 assessments of the Strategic Assessment Memoranda utilizing the scoring rubric. Table 4-13 provide mean, median, mode and standard deviation and is ranked according from the highest to the lowest mean. Table 4-14 provides the frequency distribution of the same data.

Together, this initial data suggests that faculty are more comfortable with student writing (at least, after several drafts) than with the content itself; this interpretation is supported by the fact that the standard deviations are the lowest for writing skills than for any other attribute.

The last column in Table 4-14 is particularly useful, as it presents the proportion of memos receiving the highest scores (a 5, 6, or 7) on each attribute. These results indicate that 75 percent of all the students' writing on the strategic assessment memo was scored at the highest levels. Seventy percent of the students scored high on effectively applying their knowledge of public administration, 68 percent scored high on writing concisely, and 65 percent scored high on applying a working knowledge of the discipline and being able to analyze a public administration problem. Sixty-three percent scored high on their critical thinking skills used in the memo while 60 percent scored high on presenting a clear line of analysis and making clear and meaningful recommendations. However, only 56 percent scored highly on presenting original arguments and recommendations. And, only 46 percent scored highly on the effective usage of public administration subfield concepts in their memoranda and its arguments (an area that had already been the subject of much discussion among the faculty).

Table 4-13: Descriptive Statistic Strategic Assessment
Memoranda Assessment Results Ranked by Mean, Spring 2006
 1 = Least Effective, 7 = Most Effective

	Mean	Median	Mode	Std Dev
Good Spelling Skills	5.46	6	6	1.286
Good Sentence Structure	5.15	6	6	1.493
Good Grammar Skills	5.10	6	6	1.640
Working Knowledge of Discipline	4.83	5	5	1.564
Effectively Applied Knowledge	4.78	5	6	1.739
Analyzed PA Problem	4.73	5	5	1.775
Ability to Write Concisely	4.71	5	5	1.647
Presented Clear Line of Analysis	4.66	5	6	1.905
Clear Concise and Meaningful Recommendations	4.60	5	6	1.865
Critical Thinking	4.46	5	5	1.804
Originality	4.34	5	6	1.797
Used Subfield Concepts	4.27	4	6	1.975

**Table 4-14: Frequency Distribution Assessment Results Ranked by
Combined Most Effective (Scores 5, 6, and 7)**

1 = Least Effective, 7 = Most Effective

	1	2	3	4	5	6	7	5, 6, 7
Good Grammar Skills	4.9	7.3	4.9	7.3	19.5	43.9	12.2	75.6
Good Spelling Skills			12.2	12.2	12.2	43.9	19.5	75.6
Good Sentence Structure	2.4	4.9	7.3	12.2	22.0	36.6	14.6	73.2
Effectively Applied Knowledge	7.3	7.3	9.8	4.9	26.8	34.1	9.8	70.7
Ability to Write Concisely	7.3	4.9	9.8	9.8	34.1	24.4	9.8	68.3
Working Knowledge of Discipline		14.6	4.9	14.6	26.8	26.8	12.2	65.8
Analyzed PA Problem	2.4	17.1	4.9	9.8	31.7	14.6	19.5	65.8
Critical Thinking	9.8	9.8	9.8	7.3	29.3	26.8	7.3	63.4
Presented Clear Line of Analysis	7.3	12.2	9.8	9.8	14.6	31.7	14.6	60.9
Clear Concise and Meaningful Recommendations	5.0	15.0	12.5	7.5	15.0	32.5	12.5	60.0
Originality	9.8	12.2	7.3	14.6	22.0	29.3	4.9	56.2
Used Subfield Concepts	9.8	17.1	7.3	19.5	7.3	26.8	12.2	46.3