



Program Learning Outcomes Assessment Three Year Summary Report

Program Information		
Faculty	FAS	
Department	PSPA	
Academic Program	PA	
Degree	BA	
Academic Year	2016-17	
Assessment Committee (Please indicate the contact person for the PLOs assessment process.)		
Full Name	E-Mail Address	Extension
Coralie Pison Hindawi	chindawi@aub.edu.lb	4337
Date Submitted:	June 8, 2017	

Summary

Describe briefly the PLOs assessment approach followed in your department, the assessment tools and methods used, and the assessment results collected during the three-year assessment cycle. Explain required changes based on the findings. This section should not exceed 1 page.

During the academic year 2014-15, we have not assessed our PLOs in Public Administration. Based on the reevaluation of the procedures of assessment started in 2013-2014, we devised a three-year plan to assess the various PLOs across the courses, starting with the fall 2015-16 and extending to the spring 2017-18, with an online survey as a final assessment of the cycle. The department appointed one faculty member to oversee the process of assessment over the three-year period to ensure consistency and continuity and to manage any process of revision of the assessment process and the PLO. Last year, during the academic year 2015-16, Dr. Samer Frangie coordinated the process, which was taken over by Dr. Coralie Pison Hindawi for the academic year 2016-17.

During the fall 2016-17, PLO 1: 'Demonstrate theoretical knowledge for understanding, developing, and implementing public policy and administration' was evaluated in the course PSPA 276 by Dr. Hiba Khodr. In the spring 2016-17, PLO 2: 'Demonstrate understanding of constitutional principles (due process, equality, justice, fairness, responsiveness and accountability)' was evaluated in the course PSPA 263 by Dr. Antonio-Martin Porrás Gomez and PLO 3: 'Develop intellectual capabilities for understanding the concepts of citizenship and institution building and their problems' was evaluated in the course PSPA 222 by Dr. Carmen Geha.

Similar to last year's report, two types of recommendations were made by the colleagues involved in the PLO assessment process. The first pertains to the manner courses were taught with a view of improving the achievement of the current PLOs. The second pertains to the definition of PLOs and the mode of assessing them. The first type of recommendations will feed into the improvement of teaching in the PSPA department, while the second type of recommendations will form the basis for the revision of the PLOs at the end of the three year cycle.

Summary of Assessment Results/Improvement Plan

Department/Program Learning Outcomes	Year and semester in which the PLO was assessed	Assessment Methods <i>Direct/Indirect</i>	Data Sources <i>List the sources of data used for assessment like courses, projects, surveys, standard tests, etc.</i>	Data Analysis <i>Compare the actual outcomes to the intended target. Do the results indicate that the PLO is achieved and students are learning what was intended?</i>	Improvement Plan <i>How can we make it more likely that our students will achieve the intended learning outcome?</i>
<p>1. PA PLO1: Demonstrate theoretical knowledge for understanding, developing, and implementing public policy and administration</p>	<p>Fall 2016-17</p>	<p>Direct</p>	<p>PSPA 276:</p> <p>The data used to evaluate the learning outcome stated above were collected from a random sample of the second examinations (N=10) submitted by the students.</p> <p>To evaluate the learning outcome, the essays were read and compared against a rubric. The rubric was generated to guide the process of data collection and analysis. The rubric identified five key factors that should be present in the students' answers.</p> <p>Each factor was scored according to an evaluative scale: 1= poor; 2= Good; and 3= Excellent.</p> <p>Within each of these quantitative measures, qualitative descriptions were also identified to help the course instructor assign an adequate score to each essay.</p> <p>After this careful review of the essays was completed, the scores were added and divided by 4 to identify the average score of each essay. These scores were then compared to a second evaluative scale:</p>	<p>PSPA 276:</p> <p>The program-learning outcome achieved an "excellent" evaluative score. The overall average for all the essays reviewed was 3.0, which indicates the obtainment of an "excellent" program-learning outcome for the course as a whole.</p> <p>The students demonstrated their understanding of the theoretical models of public policy formulation and implementation introduced in the course.</p> <p>The students' performance (grade-wise) improved in the last examination when compared to the first exam. Students reported that the exam review guide was helpful in terms of identifying the material they are responsible for on the exam. Students demonstrated ability to link the theoretical framework introduced in the</p>	<p>PSPA 276:</p> <ul style="list-style-type: none"> - Dedicate a session -or at least part of a session- earlier in the semester on how to write good essays - Provide opportunities for the application of the course materials through case studies and group assignments. - Provide more examples of policy development and implementation from the region and not solely rely on the American context for policies.

			<p>0.0 to 1.4= Poor; 1.5 to 2.4= Good; and 2.5 to 3.0= Excellent.</p> <p>The analysis of whether the program-learning outcome was met was then determined by evaluating the following two results: (1) the distribution of the average essay scores and (2) the overall average for all the essays included in the evaluation.</p>	course to real cases.	
<p>2. PA PLO 2: Demonstrate understanding of constitutional principles (due process, equality, justice, fairness, responsiveness and accountability)</p>	Spring 2016-17	Direct	<p>PSPA 263:</p> <p>The data was collected in May 2017, and the sample was constituted by the students of PSPA 263, 15 in total, the entire class.</p>	<p>PSPA 263:</p> <p>The qualitative assessment of each of the principles mentioned in the PLO, using a 0-10 scale let the following outcome:</p> <ol style="list-style-type: none"> 1. Due process: 4. 2. Equality: 5. 3. Justice: 5. 4. Responsiveness: 6. 5. Accountability: 6. <p>With respect to the due process concept, there have been problems in the distinction between the formal and the substantive due process.</p> <p>The ontological dimension of the principle of equality was understood by some, but not all students.</p> <p>Progress was made in the course towards a better</p>	<p>PSPA 263:</p> <p>The concepts entailed in the PLO 2 have to be learned in an introductory course like 202, 201 or both.</p> <p>The findings of the assessment should be used to clarify the content of PSPA 202 and 201 since all the concepts of PLO 2 are foundations for understanding later theoretical and empirical constructs.</p>

				understanding of the principle of justice.	
<p>3. PA PLO 3. Develop intellectual capabilities for understanding the concepts of citizenship and institution building and their problems</p>	Spring 2016-17	Direct	<p>PSPA 222: The sample are the students who successfully completed PSPA 222 in Spring 2017. The sample size is 28.</p> <p>The PLO was measured through assessing students' final group project that they presented at the end of the semester. The group project was meant to assess students' capacity to exhibit leadership skills through working as a group, to research an issue within their community, and to develop a civic engagement strategy to address the issue. The group project represented 30% of the final grade for the course. The final papers were graded according to the following criteria: quality of research, logic of intervention (compliance with template provided), innovation, and displayed group synergy.</p>	<p>PSPA 222:</p> <p>Final projects for this semester were generally of high quality in that they provided evidence of students' capacity to work as a team, to develop a civic engagement intervention based on a clear logic, to be innovative in proposed solutions, and to present using solid communication skills to a jury of experts and activists. As a result, 16/28 students received final group project grades between 76% and 80%. The lowest grade of 75% (4 students) corresponded to one group who did not provide proper referencing and whose proposed civic engagement intervention lacked sufficient research to back it up.</p> <p>Students display some anxiety about working within a group and can get overwhelmed with weekly assignments pertaining to their projects. That said, they all reported orally and in the course evaluation that they considered the course very useful. In the final analysis,</p>	<p>PSPA 222:</p> <p>No major changes to the assessment plan, but will only add a component that can measure individual level of effort produced in the group.</p> <p>No change in the curriculum. I encourage colleagues who will teach PSPA 222 in the future to be well versed in theories of active citizenship which posit that most learning occurs through lived experiences</p>

				the quality of the work is very supportive of maintaining a service learning aspect to this course.	
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How PLO Assessment Data will be shared?

PLO reports are circulated among faculty members.

Comments on the PLO Assessment Process

The system of rotation allows the weight of the exercise to be spread across the faculty member equally, in addition to introducing each faculty member to the PLO assessment process and its technics. In addition to collecting data on the PLOs, we are collecting inputs on the revision of the PLO themselves and the process of collecting it.

The assessment for next academic year will be important as it will close the three year assessment plan designed for the 2016-18 period. It was decided to use an online survey as an indirect means of assessment for all PLOs in the spring 2017-18, which will have to be planed in advance. At the end of next academic year, it will be important for the department to meet after carefully reviewing the yearly reports in order to benefit from the assessment done and to discuss the lessons learned and the way forward. Revisions of the PLOs will have to be discussed, as well as ways in which achievement of the PLOs can be enhanced, if applicable.

It would make sense for the PLO assessment process to be connected to the departmental periodic review process that was announced early in the fall 2016-17, but never discussed in a departmental meeting since that date.

Appendix I – PLO Reports submitted by faculty members for each of the PLO assessed during the AY.

It can contain curriculum analysis matrix, relevant assignments and outcomes, data collection methods (ex: rubrics), charts, or materials as appropriate.

1. Report submitted by Dr. Hiba Khodr – Fall 2016-17 (PLO 1, assessed in PSPA 276)

PLO Report for PSPA 276

Course: PSPA 276: Introduction to Public Policy

Instructor: Dr. Hiba Khodr

Semester Taught: Fall 2015-2016

Date: January 10, 2017

The Course

Public Policy offers an introduction to public policy. This course is designed to give undergraduates the basic tools to analyze the nature, scope, and performance of public policy. It also examines the different approaches and models of public policy as well as the actors, instruments, and problems involved. While drawing on specific case studies and events within the US and around the world, this course provides the students with an appreciation of the complexities of public policy making process. This course illuminates policy and policy challenges in substantive areas such as economic policy; tax policy; income support and health care; education; environment and energy; national security and foreign policy; and immigration. The course objectives are as follows:

- **To be able to identify, explain, and apply key concepts and terms underlying the public policy process, grasping public policy as an unfolding dynamic.**
- **To be able appreciate the global environment in the policy context**
- **To analyze and communicate cases of public policy in order to acquaint the student with the methods and techniques for decision-making in the public sector.**
- **To broadly survey the literature on and contributors to the theoretical and intellectual history of public policy.**

This course was taught in Fall 2015-2016. There were 11 students registered for the course during the semester. The course materials were covered through the following: exams, assignments, class discussions, thought pieces and a research paper with the detailed percentage distribution as follows:

<u>Participation and Attendance</u>	20 points
<u>Current Policy Events Log</u>	10 points
<u>Thought Pieces</u>	15 points (5 points for presentation)
<u>Research Paper</u>	15 points
<u>Midterm</u>	20 points
<u>Final exam</u>	20 points

The grade distribution for the final grade that students earned in this course is reported in Figure 1.

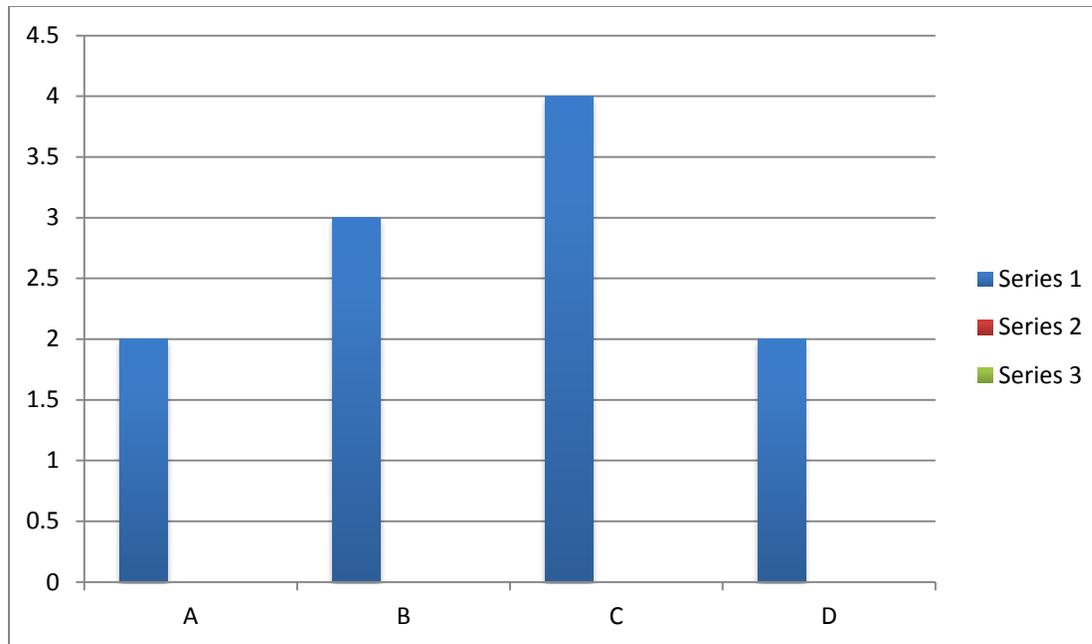


Figure 1: Final Grade Distribution for PSPA 276

This course was selected for inclusion in the PSPA Department’s PA program learning outcome review after the fall semester of 2015-2016. The program-learning outcome that is to be evaluated with this course was stated as follows:

Demonstrate theoretical knowledge for understanding, developing and implementing public policy and administration

Data and Methodology

The data used to evaluate the learning outcome stated above were collected from a random sample of the second examinations (N=10) submitted by the students. The second examination was selected for the evaluation because it is the last examination in this course and it best represent the quality of work generated by the students related to the focus of the outcome being evaluated. Also, the format of the

examination was mostly based on short essays, one of which reflect the ability of the student to demonstrate his or her theoretical knowledge for understanding, developing and implementing public policy and administration.

To evaluate the learning outcome, the essays were read and compared against a rubric. The rubric was generated to guide the process of data collection and analysis. The rubric identified five key factors that should be present in the students' answers.

To evaluate the extent to which these factors were identified in the essays, each factor was scored according to an evaluative scale: 1= poor; 2= Good; and 3= Excellent. Within each of these quantitative measures, qualitative descriptions were also identified to help the course instructor assign an adequate score to each essay. After this careful review of the essays was completed, the scores were added and divided by 4 to identify the average score of each essay. These scores were then compared to a second evaluative scale: 0.0 to 1.4= Poor; 1.5 to 2.4= Good; and 2.5 to 3.0= Excellent. The analysis of whether the program-learning outcome was met was then determined by evaluating the following two results: (1) the distribution of the average essay scores and (2) the overall average for all the essays included in the evaluation.

Findings

Based on the two evaluation measures used, the analysis indicated that that the program-learning outcome achieved an "excellent" evaluative score. The overall average for all the essays reviewed was 3.0, which indicates the obtainment of an "excellent" program-learning outcome for the course as a whole. Additional data are presented in table 1 and table 2. Table 1 reports the individual scores gained for each essay reviewed. Table 2 reports the number of essays within each of the evaluative categories.

Exam Number	Raw Score	Average Score
1	12	2.4
2	14	2.8
3	16	3.2
4	20	4.0
5	14	2.8

6	12	2.4
7	18	3.6
8	15	3.0
9	18	3.6
10	16	3.2

Table 1: Individual Essays Scores

Score Range	Classification	Number
0.0 to 1.4	Poor Performance	0
1.5 to 2.4	Good Performance	2
2.5 to 3	Excellent Performance	8

Table 2: Scores awarded by Category

Conclusions and Recommendations

These findings reflect the final grade distribution for the class on the final examination. It also matches my impression of the overall class performance.

Some areas indicated the success of this course in obtaining the selected program-learning desired outcome; these include:

- The students demonstrated their understanding of the theoretical models of public policy formulation and implementation introduced in the course
- The students' performance (grade-wise) improved in the last examination when compared to the first exam
- Students reported that the exam review guide was helpful in terms of identifying the material they are responsible for on the exam
- Students demonstrated ability to link the theoretical framework introduced in the course to real cases

Some areas that needs improvement include the following:

- Dedicate a session -or at least part of a session- earlier in the semester on how to write good essays
- Provide opportunities for the application of the course materials through case studies and group assignments.
- Provide more examples of policy development and implementation from the region and not solely rely on the American context for policies

2. Report submitted by Dr. Antonio-Martin Porras Gomez – Spring 2016-17 (PLO 2, assessed in PSPA 263)

American University of Beirut



Annual Program Learning Outcomes Assessment Report

Program Information	
Faculty	FAS
Department	PSPA
Academic Program (Major)	Public Administration
Degree (e.g., BA, BS...)	B.A.
Program Learning Outcomes Please list all of the learning outcomes for this program.	<ol style="list-style-type: none"> 1. Demonstrate theoretical knowledge for understanding, developing, and implementing public policy and administration 2. Demonstrate understanding of constitutional principles (due process, equality, justice, fairness, responsiveness and accountability). 3. Develop intellectual capabilities for understanding the concepts of citizenship and institution building and their problems. 4. Acquire knowledge needed for fulfilling managerial and administrative responsibilities. 5. Ability to manage and lead public and nonprofit organizations effectively, efficiently and ethically. 6. Apply appropriate analytical and research skills to the study of public administration. 7. Exploring public service areas and enhancing the students' sense of professional conduct.

Academic Year	2016-17	
Contact Person		
Name (Person coordinating the PLO assessment process.)	Dr. Coralie Pison Hindawi	
Title	Assistant Professor	
E-Mail Address	chindawi@aub.edu.lb	
Extension	4337	
Outcomes Assessed, Means of Assessment, and Improvement Plans		
Semester	<i>Fall Semester</i>	<i>Spring Semester</i>
PLOs Assessed (Please provide both text and number.)		2. Demonstrate understanding of constitutional principles (due process, equality, justice, fairness, responsiveness and accountability).
Data Source Describe where and when data was collected; how and if students were sampled; and sample size. Please report on each PLO separately.		The data was collected in May 2017, and the sample was constituted by the students of PSPA 263, 15 in total, the entire class.
Means of Assessment Describe in detail the assessment method used (e.g., capstone project, course-embedded assessment, standardized instrument, etc.) and briefly explain the task. Please report on each PLO separately.		The assessment was qualitative, based on a review not only of their performance in the final exam, but also throughout the course, considering elaboration of assignments and interventions in class.
Means of Scoring Describe how you scored the assessment. For example, did you use a rubric or answer key, or was it scored by a testing company? Please report on		I scored using a 0-10 scale, considering 0 total lack of understanding and 10 perfect understanding.

each PLO separately.		
<p>Assessment Results After analyzing your numerical data, present it in a table on the next page. Please report on each PLO separately.</p>		<p>Understanding of students is broken down by each concept: due process, equality, justice, fairness, responsiveness and accountability.</p> <ol style="list-style-type: none"> 6. Due process: 4. 7. Equality: 5. 8. Justice: 5. 9. Responsiveness: 6. 10. Accountability: 6.
Findings, Use and Dissemination		
Semester	<i>Fall Semester</i>	<i>Spring Semester</i>
<p>Findings What were the most valuable things you learned?</p>		<p>The thing is that it is not possible to attaing a knowledge of these concepts in a single course, 263, which has a focus on administrative law. The concepts aforementioned are basic concepts and have to be learned in an introductory course like 202, 201 or both. Or maybe there should be a 20X course identical for PS and PA students, since the concepts listed are necessary for the understanding of both the political and the administrative reality.</p> <p>With respect to the due process concept, there have been problems in the distinction between the formal and the substantive due process. That's a problem to a certain extent caused by the American legal scholarship, that introduce a concept of substantive due process (similar to "fairness" or "dignity") that is inexistent in the European scholarship. This is a tricky issue that students failed to grasp, and needs to be clarified in other courses.</p> <p>With respect to the principile of equality, students should understand it since PSPA 202 or 201, since it is an ontological concept of the contemporary state (entity that holds the legal monopoly over the means of armed</p>

		<p>violence in the area of its jurisdiction – Weber). The ontological dimension of this concept was understood by some, but not all the students.</p> <p>Concerning the principle of justice, it is a more political concept, and required a philosophical base. In any case, in PSPA 263 there were advances made to the understanding of certain ideas of natural law that helped to understand it.</p> <p>Finally, with respect to responsiveness and accountability, some students who had taken 202 had an idea. The most important thing is that these two concepts are interrelated and are conceived as elements of throughput democratic legitimacy, and the students should be aware of the theoretical constructs of David Beetham and Simana Piattoni in this vein.</p>
<p>Use of Findings Explain how these findings will be used.</p>	<p>Changes to the Assessment Plan (<i>Revision of intended learning outcomes; revision of measurement approaches; changes in data collection methods; changes in targets/standards; changes in sample...</i>)</p>	
		<p>These findings should mostly be used to clarify the content of PSPA 202 and 201, since all the concepts above are foundations for understanding later theoretical and empirical constructs.</p>
	<p>Changes to the Curriculum (<i>Changes in teaching techniques; revision of prerequisites; revision of course sequence; revision of course content; addition of courses; deletion of courses...</i>)</p>	
		<p>See above.</p>
	<p>Changes to the Academic Process (<i>Revision of admission criteria; revision of advising standards or processes; improvements in technology; changes in personnel; changes in frequency or scheduling of course offerings...</i>)</p>	
	<p>See above.</p>	
<p>Assessment feedback Describe how data and analysis are being shared</p>		<p>This information is circulated to the other PSPA faculty members when we share the PLO report.</p>

and discussed with faculty and staff involved in the program/department.		
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3. Report submitted by Dr. Carmen Geha – Spring 2016-17 (PLO 3, assessed in PSPA 222)

American University of Beirut



Annual Program Learning Outcomes Assessment Report

Program Information	
Faculty	FAS
Department	PSPA
Academic Program (Major)	Public Administration
Degree (e.g., BA, BS...)	B.A.
Program Learning Outcomes Please list all of the learning outcomes for this program.	<ol style="list-style-type: none"> 1. Demonstrate theoretical knowledge for understanding, developing, and implementing public policy and administration 2. Demonstrate understanding of constitutional principles (due process, equality, justice, fairness, responsiveness and accountability). 3. Develop intellectual capabilities for understanding the concepts of citizenship and institution building and their problems. 4. Acquire knowledge needed for fulfilling managerial and administrative responsibilities. 5. Ability to manage and lead public and nonprofit organizations effectively, efficiently and ethically. 6. Apply appropriate analytical and research skills to the study of public administration. 7. Exploring public service areas and enhancing the students' sense of professional conduct.
Academic Year	2016-17

Contact Person		
Name (Person coordinating the PLO assessment process.)	Coralie Pison Hindawi	
Title	Assistant Professor	
E-Mail Address	chindawi@aub.edu.lb	
Extension	4337	
Outcomes Assessed, Means of Assessment, and Improvement Plans		
Semester	<i>Fall Semester</i>	<i>Spring Semester</i>
PLOs Assessed (Please provide both text and number.)		PLO 3: Develop intellectual capabilities for understanding the concepts of citizenship and institution building and their problems.
Data Source Describe where and when data was collected; how and if students were sampled; and sample size. Please report on each PLO separately.		The sample as the students who successfully completed PSPA 222 in Spring 2017. The sample size is 28.
Means of Assessment Describe in detail the assessment method used (e.g., capstone project, course-embedded assessment, standardized instrument, etc.) and briefly explain the task. Please report on each PLO separately.		The PLO was measured through assessing students' final group project that they presented at the end of the semester. The group project was meant to assess students' capacity to exhibit leadership skills through working as a group, to research an issue within their community, and to develop a civic engagement strategy to address the issue.
Means of Scoring Describe how you scored the assessment. For		The group project represented 30% of the final grade for the course. The final papers were graded according

<p>example, did you use a rubric or answer key, or was it scored by a testing company? Please report on each PLO separately.</p>		<p>to the following criteria: quality of research, logic of intervention (compliance with template provided), innovation, and displayed group synergy.</p>
<p>Assessment Results After analyzing your numerical data, present it in a table on the next page. Please report on each PLO separately.</p>		<p>The group project in PSPA 222 represents a unique opportunity for students to carry out a service learning assignment. Although many students struggle to get along with team members and to research a new social, economic or political issue, students overall contribute meaningfully. Final projects for this semester were generally of high quality in that they provided evidence of students' capacity to work as a team, to develop a civic engagement intervention based on a clear logic, to be innovative in proposed solutions, and to present using solid communication skills to a jury of experts and activists. As a result, 16/28 students received final group project grades between 76% and 80%. The lowest grade of 75% (4 students) corresponded to one group who did not provide proper referencing and whose proposed civic engagement intervention lacked sufficient research to back it up.</p>
Findings, Use and Dissemination		
Semester	<i>Fall Semester</i>	<i>Spring Semester</i>
<p>Findings What were the most valuable things you learned?</p>		<p>Students display some anxiety about working within a group and can get overwhelmed with weekly assignments pertaining to their projects. That said, they all reported orally and in the course evaluation that they considered the course very useful. In the final analysis, the quality of the work is very supportive of</p>

		maintaining a service learning aspect to this course.
Use of Findings Explain how these findings will be used.	Changes to the Assessment Plan (<i>Revision of intended learning outcomes; revision of measurement approaches; changes in data collection methods; changes in targets/standards; changes in sample...</i>)	No major changes to the assessment plan, but will only add a component that can measure individual level of effort produced in the group.
	Changes to the Curriculum (<i>Changes in teaching techniques; revision of prerequisites; revision of course sequence; revision of course content; addition of courses; deletion of courses...</i>)	No change in the curriculum. I encourage colleagues who will teach PSPA 222 in the future to be well versed in theories of active citizenship which posit that most learning occurs through lived experiences. Democratic virtues and civic engagement cannot be taught through pure theory and although the group project is not perfect in this course (due to time restrictions, low experience among students, and lack of proper infrastructure to support service learning) I recommend keeping this as part of the grading scheme. I also suggest that PSPA department develops guidelines for service learning that help standardize and nurture such experiences for our students.
	Changes to the Academic Process (<i>Revision of admission criteria; revision of advising standards or processes; improvements in technology; changes in personnel; changes in frequency or scheduling of course offerings...</i>)	No change
Assessment feedback Describe how data and analysis are being shared		This report will be shared with the department.

and discussed with faculty and staff involved in the program/department.

